

ELA Curriculum
 Grade Level: 3rd Grade
 Six Weeks: 1st

TEKS #	Knowledge & Skills	Student Expectation	Examples/ Resources
3.5 D TAKS Obj. 1	Reading/Word Identification: The student uses a variety of word identification strategies.	use root words and other structural cues	including prefixes, suffixes, and derivational endings to recognize words; determine the meanings of words.
3.5E TAKS Obj. 1	Reading/Word Identification: The student uses a variety of word identification strategies.	use knowledge of word order (syntax) and context to support word identification and confirm word meaning.	including using a dictionary entry to determine the meaning of the word as it is used in text; using context clues from the entire text to determine the meaning of the word. Ex: <u>There's a Frog in my Throat</u> ; <u>Bad Boys</u> ; <u>More Parts</u>
3.7B TAKS Obj.2	Reading/Variety of Text: The student reads widely for different purposes in varied sources.	read from a variety of genres for pleasure and to acquire information from both print and electronic sources.	including locating/recalling explicit information from the text (fact-based reading)
3.8C TAKS Obj.1	Reading/Vocabulary Development: The student develops an extensive vocabulary.	uses resources and references	including beginners dictionaries, glossaries, technology, and context to build word meanings and to confirm pronunciation of words.

3.8D TAKS Obj.1	Reading/Vocabulary Development: The student develops an extensive vocabulary.	demonstrate knowledge of synonyms, antonyms, and multi-meaning /words.	including identifies synonyms & antonyms in context; chooses the appropriate meaning for a word with multiple meanings in context of a sentence.
3.5A	Reading/Word Identification: The student uses a variety of word identification strategies.	decode by using all letter-sound correspondence within a word	including identifies by sight and sound. The s sound of ce (space); long i sound of uy (guy); long a or long i sound of eigh (weigh/height); uses the long vcv & short vcv pattern to divide words into syllables.
3.5B	Reading/Word Identification: The student uses a variety of word identification strategies.	blend initial letter-sound with common vowel spelling patterns to read words.	including identifies the silent gh after a vowel in words (high,taught,through) and the f sound of gh in words (tough).
3.9E	Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	draw and discuss visual images based on text description.	including responds appropriately, both orally and in writing. Writing a note; telling stories from a characters point of view; creating a Venn Diagram; writing a new ending; creating a story map.

3.11B	Reading/Text Structures/Literary Concepts: The student analyzes the characteristics of various types of text.	distinguish fiction from nonfiction	including fact and fantasy; realistic narrative but did not actually happen.
3.12B	Reading/Inquiring/Research: The student generates questions and conducts research using information from various sources.	use alphabetical order to locate information.	including alphabetizes words to the third letter. locate words in a dictionary, names in a telephone book and information in an online catalogue or encyclopedia
3.12C	Reading/Inquiring/Research: The student generates questions and conducts research using information from various sources.	recognize and use parts of a book to locate information	Including table of contents, chapter titles, guide words, and indices.
3.14A	Writing/Purpose: The student writes for a variety of audiences and purposes and in various forms.	write to record ideas and reflections	
3.14B	Writing/Purpose: The student writes for a variety of audiences and purposes and in various forms.	write to discover, develop, and refine ideas	
3.14C	Writing/Purpose: The student writes for a variety of audiences and purposes and in various forms.	write to communicate with a variety of audiences	
3.14D	Writing/Purpose: The student writes for a variety of audiences and purposes and in various forms.	writes in different forms for different purposes.	
3.15B	Writing/Penmanship/Capitalization/Punctuation The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	use capitalization and punctuation	

3.16A	Writing/Spelling Patterns: The student spells proficiently.	write with more proficient spelling of regularly spelled patterns	
3.16B	Writing/Spelling Patterns: The student spells proficiently.	spell multi-syllabic words using regularly spelled phonogram patterns	
3.16C	Writing/Spelling Patterns: The student spells proficiently.	write with more proficient spelling of inflectional endings	
3.16D	Writing/Spelling Patterns: The student spells proficiently.	write with more proficient use of orthographic patterns and rules	
3.16E	Writing/Spelling Patterns: The student spells proficiently.	write with more proficient spelling of contractions, compounds, and homonyms	
3.16F	Writing/Spelling Patterns: The student spells proficiently.	write with accurate spelling of syllable construction	
3.16G	Writing/Spelling Patterns: The student spells proficiently.	spell words ending in -tion and -sion	
3.16H	Writing/Spelling Patterns: The student spells proficiently.	use resources to find correct spellings, synonyms, and replacement words.	
3.17C	Writing/Grammar/Usage: The student composes meaningful texts by applying knowledge of grammar and usage.	compose complete, elaborated sentences in written text and use the appropriate end punctuation	

3.17D	Writing/Grammar/Usage: The student composes meaningful texts by applying knowledge of grammar and usage.	compose sentences with interesting, elaborated subjects	
3.17E	Writing/Grammar/Usage: The student composes meaningful texts by applying knowledge of grammar and usage.	edit writing toward standard grammar and usage	
3.18A	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	generate ideas for writing by using prewriting techniques	
3.18B	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	develop drafts	
3.18C	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	revise selected drafts for varied purposes	
3.18D	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	edit for appropriate grammar, spelling, punctuation, and features of polished writing	
3.18E	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	use available technology for aspects of writing	
3.18F	Writing/Writing Processes: The student selects and uses writing processes for self-initiated and assigned writing.	demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and “publishing” them for audiences	
3.19A	Writing/Evaluation: The student evaluates his/her own writing and the writing of others.	identify the most effect features of a piece of writing with criteria generated by the teacher and class	

3.19B	Writing/Evaluation: The student evaluates his/her own writing and the writing of others.	respond constructively to others writing	
3.19C	Writing/Evaluation: The student evaluates his/her own writing and the writing of others.	determine how his/her own writing achieves its purpose	
3.19D	Writing/Evaluation: The student evaluates his/her own writing and the writing of others.	use published pieces as models for writing	
3.19E	Writing/Evaluation: The student evaluates his/her own writing and the writing of others.	review a collection of his/her own written work to monitor growth as a writer	
3.3B	Listening/Speaking/Audiences/Oral Grammar: The student speaks appropriately to different audiences for different purposes and occasions.	use verbal and nonverbal communication in effective ways when making announcements, giving directions or making introductions	

Ongoing Process Skills

Six Weeks: 1st

Reading	Writing	Listening
3.5 F	3.15 A	3.1 A,B,C,D,E,F
3.6 A,B,C,D,E		3.2 A
3.7 A,C		3.3 A,C,E
3.8 A,B		3.4 A,B
3.9 A,B,D		
3.10 A		
3.13 A		