

ELA Curriculum
 Grade Level: 3rd Grade
 Six Weeks: 2nd

TEKS #	Knowledge & Skills	Student Expectation	Examples/ Resources
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)
3.10C TAKS Obj. 4	Reading/Literary Response: The student response to various texts.	support interpretations or conclusions with examples drawn from text	including identifying accurate, connected text evidence; analyze and draw conclusions about characters traits, conflicts, motivations, changes they undergo, setting, cause/effects & relationships.
3.11 C TAKS Obj. 3	Reading/Text Structures/Literary Concepts: The student analyzes the characteristics of various types of text.	recognize the distinguishing features of familiar genre, including stories, poems, and informational texts	title of article; author's purpose; attributes of fiction and non-fiction
3.11H TAKS Obj.2	Reading/Text Structures/Literary Concepts: The student analyzes the characteristics of various types of text.	analyze characters	Including their traits; feelings; relationships, and changes; analyze individual characters; compare/contrasting characters; physical, personal, emotional traits; changes from beginning to end ex. <u>Muggie Maggie</u>

<p>3.11I TAKS Obj.2</p>	<p>Reading/Text Structures/Literary Concepts: The student analyzes the characteristics of various types of text.</p>	<p>identify the importance of the setting to a story's meaning</p>	<p>including identifies setting of a work; time; historical time; clock time; place: real, imaginary; purpose/significance of setting; establish plot; develop conflicts/resolution; establish mood/atmosphere ex. <u>Baseball Saved Us</u>; <u>Crickwing</u>; <u>The Great Kapok Tree</u></p>
<p>3.11J TAKS Obj.2</p>	<p>Reading/Text Structures/Literary Concepts: The student analyzes the characteristics of various types of text.</p>	<p>recognize the story problem(s) or plot</p>	<p>Including recognizes plot as "careful arrangement of incidents to achieve desired effects; plot is the result of writer's deliberate selection of actions; analyze plot theme. ex. Arthur Series</p>
<p>3.5C</p>	<p>Reading/Word Identification: The student uses a variety of word identification strategies.</p>	<p>identify multi-syllabic words by using common syllable patterns</p>	<p>including counts and/or claps multi-syllabic words; identifies them in read alouds & shared/individual reading</p>
<p>3.8D TAKS Obj.1</p>	<p>Reading/Vocabulary Development: The student develops an extensive vocabulary.</p>	<p>demonstrate knowledge of synonyms, antonyms, and multi-meaning /words.</p>	<p>including identifies synonyms & antonyms in context; chooses the appropriate meaning for a word with multiple meanings in context of a sentence.</p>
<p>3.9K</p>	<p>Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p>	<p>practices different kinds of questions and tasks</p>	<p>including test- like comprehension questions; short answer; multiple choice questions; analysis, evaluation and synthesis</p>

3.10B	Reading/Literary Response: The student response to various texts.	demonstrate understanding of informational text in various ways	including through writing, illustrating, developing demonstrations, and using available technology; create a graphic organizer(main idea/details); note to author; summarize selection; newspaper article
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
3.13B	Reading/Culture: The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	compare experiences of characters across cultures	including recalls the stated and inferred feelings of characters in various cultures; analyzes text to identify the experiences of characters from other cultures and compares to his/her own
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	
3.4C	Listening/Speaking/Communication: The student communicates clearly by putting thoughts and feelings into spoken words.	retell a spoken message by summarizing or clarifying	

Ongoing Process Skills
Six Weeks: 2nd

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,B,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		