

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

TEKS #	Knowledge & Skills	Student Expectation	Examples/ Resources
3.9C TAKS Obj. 1	Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	retell or act out the order of important events in stories	identifies main idea of a single or multiple paragraph(s) in narrative and expository text; recalls literal details; identifies main idea of entire expository passage ex. <u>The Very Hungry Caterpillar</u> , <u>The Napping House</u> , <u>Stone Soup</u>
3.9H TAKS Obj. 1	Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	produce summaries of text selections	including writing and identifying best summary that includes: 2-4 sentences, the main idea, details that support the main idea & details that come from the beginning, middle and end ex. <u>Freedom Summer</u> , <u>Verdi</u> , <u>Chicken Sunday</u> , <u>Babushka's Doll</u> , <u>Piggie Pie</u> , <u>Charlie the Caterpillar</u>
3.9I TAKS Obj. 3	Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	represent text information in different ways	including story maps, graphs, charts, similarities/differences, drawing conclusions, main ideas, sequencing of events and analyzing characters and events.

3.9J TAKS Obj. 4	Reading/Comprehension: The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	distinguish fact from opinion in various texts, including news stories and advertisement	a “fact statement” contains no value language, an “opinion statement” contain value language (good, difficult, easy, beautiful, should, etc.)
3.11A TAKS Obj. 3	Reading/Text Structure/Literary Concepts: The student analyzes the characteristics of various types of text.	distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve	including: features of text (such as title, table of contents, captions, index, glossary, subtitles, web pages, websites); such as to inform or persuade; difference between fiction & nonfiction
3.11C TAKS Obj. 3	Reading/Text Structure/Literary Concepts: The student analyzes the characteristics of various types of text.	recognize the distinguishing features of familiar genres, including stories, poems and informational text	including features of text (title of this article); author’s purpose; attributes of fiction and nonfiction
3.9K	Reading/Comprehension: The students uses a variety of strategies to comprehend selections read aloud and selections read independently.	practices different kinds of questions and tasks	including test- like comprehension questions; short answer; multiple choice questions; analysis, evaluation and synthesis
3.10D	Reading/Literary Response: The student response to various texts.	connect ideas and themes across text	including make connections across text; connect sign/message to plot; compare or contrast across text; compare characters, events, & themes
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.	
3.17A	Writing/Grammar/Usage: The student composes meaningful texts by applying knowledge of grammar and usage.	use correct irregular plurals	
3.17B	Writing/Grammar/Usage: The student composes meaningful texts by applying knowledge of grammar and usage.	use singular and plural forms of regular nouns and adjust verbs for agreement	
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	
3.2.B	Listening/Speaking/Culture: The student listens and speaks to gain knowledge of his/her culture, the culture of others and the common elements of culture.	Compare language, oral traditions (family stories) that reflect customs	

Ongoing Process Skills
Six Weeks: 3rd

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		