Main Criteria: Adventures in Writing

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Texas Essential Knowledge and Skills (TEKS)

Language Arts

		Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL	110.5.b.3	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning

EXPECTATION .B.

words.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:

INDICATOR

110.5.b.9. The central idea with supporting evidence.

INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.5.b.1 1.D.viii.	Coordinating conjunctions to form compound subjects, predicates, and sentences.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION		Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Dolphins

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

TEKS 110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
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STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. A.vi.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
EXPECTATION	110.5.b. 1.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	1.	oral language. The student develops oral language through listening, speaking, and discussion. The
GRADE LEVEL	1. 110.5.b.1 .C.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and
GRADE LEVEL EXPECTATION GRADE LEVEL	1. 110.5.b.1 .C.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	1. 110.5.b.1 .C. 110.5.b.1 .D. 110.5.b.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others by following agreed-upon rules, norms, and protocols.
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GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	1. 110.5.b.1 .C. 110.5.b.1 .D. 110.5.b. 110.5.b. 2.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others by following agreed-upon rules, norms, and protocols. English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	1. 110.5.b.1 .C. 110.5.b.1 .D. 110.5.b. 2. 110.5.b. 2.A.	oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others by following agreed-upon rules, norms, and protocols. English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: Demonstrate and apply phonetic knowledge by:

STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
GRADE LEVEL EXPECTATION	110.5.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	. The central idea with supporting evidence.
INDICATOR	110.5.b.9 D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
	11.	appropriate conventions. The student is expected to:

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

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STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:		
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.		
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:		
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.		
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.		

English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.	
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	
		Hannibal's War	
		Texas Essential Knowledge and Skills (TEKS)	
		Language Arts Grade 3 - Adopted: 2017	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:	
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
GRADE LEVEL EXPECT ATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:	
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.	
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	

GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself- custained reading. The student reads grade-appropriate texts independently. The student is expected to self-select ext and read independently for a sustained period of time.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.	
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.	
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.	
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.	
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.	
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	

GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:	
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.	
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:	
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.	
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:	
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.	
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	

GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		John Muir

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

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TEKS	110.5.	English Language	Arts and Reading,	Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
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GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
		The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate
STUDENT		The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
STUDENT EXPECTATION	. 110.5.b.5	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
STUDENT EXPECTATION TEKS STUDENT	110.5.b.5 110.5. 110.5.b.	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.5.b.5 . 110.5.b.6 . 110.5.b.6	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	. 110.5.b.5	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9 D.i.	. The central idea with supporting evidence.
INDICATOR	110.5.b.9 D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 10.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:	
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.	
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECT ATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:	
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.	
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	

GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Leif Eriksson
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

GRADE LEVEL EXPECTATION	110.5.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.		
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.		
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.		
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.		
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.		
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.		
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:	
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.	
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:	
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.	
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017	
TEKS	110.5.		
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:	
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.	
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	

GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:	
INDICATOR	110.5.b.1 1.D.i.	Complete simple and compound sentences with subject-verb agreement.	
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.	
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.	
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.	
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	
		Magnets	

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
IENS	110.5.	Eligibil Laliguage Arts and Readilig, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
		thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and		
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:		
INDICATOR	110.5.b.2. A.iii.	. Decoding compound words, contractions, and abbreviations.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:		
INDICATOR	110.5.b.2. B.iii.	. Spelling compound words, contractions, and abbreviations.		
INDICATOR	110.5.b.2. B.iv.	5.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complet texts. The student is expected to:		
GRADE LEVEL EXPECTATION				

GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT	110.5.b.	student recognizes and analyzes genre-specific characteristics, structures, and purposes within and
EXPECTATION		across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	
GRADE LEVEL	110.5.b. 9.D.	expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D. 110.5.b.9. D.i.	expected to: Recognize characteristics and structures of informational text, including:
GRADE LEVEL EXPECT AT ION	110.5.b. 9.D. 110.5.b.9. D.i.	Recognize characteristics and structures of informational text, including: The central idea with supporting evidence.
GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR	110.5.b. 9.D. 110.5.b.9. D.i. 110.5.b.9. D.iii. 110.5.	expected to: Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as cause and effect and problem and solution. English Language Arts and Reading, Grade 3, Adopted 2017 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate
GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR TEKS STUDENT	110.5.b. 9.D. 110.5.b.9. D.ii. 110.5.b.9. D.iii. 110.5.b.	Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as cause and effect and problem and solution. English Language Arts and Reading, Grade 3, Adopted 2017 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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
GRADE LEVEL EXPECT AT ION INDICATOR INDICATOR TEKS STUDENT EXPECT AT ION GRADE LEVEL	110.5.b.9.D.i. 110.5.b.9.D.iii. 110.5.b.10.5.b.10.5.b.10.5.b.10.5.b.1	Recognize characteristics and structures of informational text, including: The central idea with supporting evidence. Organizational patterns such as cause and effect and problem and solution. English Language Arts and Reading, Grade 3, Adopted 2017 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:

110.5. English Language Arts and Reading, Grade 3, Adopted 2017

TEKS

STUDENT EXPECTATION		composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. he student uses the writing process recursively to compose multiple texts that are legible and uses ppropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	an a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such brainstorming, freewriting, and mapping.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:	
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.	
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017	
TEKS STUDENT EXPECTATION	110.5.b.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
STUDENT	110.5.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses	
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.5.b. 11. 110.5.b. 11.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.5.b. 11. 110.5.b. 11.D. 110.5.b.1 1.D.i.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.5.b. 11.0.5.b. 11.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement. Adverbs that convey time and adverbs that convey manner.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.5.b. 11.0.5.b. 110.5.b.1 1.D.i. 110.5.b.1 1.D.v. 110.5.b.1 1.D.xi. 110.5.b.1 1.D.xi.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement. Adverbs that convey time and adverbs that convey manner. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.	
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	110.5.b. 11.0.5.b. 11.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Complete simple and compound sentences with subject-verb agreement. Adverbs that convey time and adverbs that convey manner. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses	

110.5. English Language Arts and Reading, Grade 3, Adopted 2017

TEKS

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Mayflower, Part 1

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.

STUDENT EXPECTATION	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	Demonstrate and apply phonetic knowledge by:

English Language Arts and Reading, Grade 3, Adopted 2017

English Language Arts and Reading, Grade 3, Adopted 2017

INDICATOR	110.5.b.2.	Decoding compound words, contractions, and abbreviations.
	A.iii.	

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STUDENT 110.5.b. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: GRADE LEVEL EXPECTATION 2.B. Demonstrate and apply spelling knowledge by:

INDICATOR 110.5.b.2. Spelling compound words, contractions, and abbreviations. B.iii.

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

EXPECTATION .D.

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL	110.5.b.7	Retell and paraphrase texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9 D.i.	. The central idea with supporting evidence.
INDICATOR	110.5.b.9 D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.5.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Mayflower, Part 2
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1	Organizing with purposeful structure, including an introduction and a conclusion.

1.B.i.

INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.i.	Complete simple and compound sentences with subject-verb agreement.
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.1 1.D.vi.	Prepositions and prepositional phrases.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
TEKS		
	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
GRADE LEVEL	110.5.b. 11. 110.5.b.1 1.A.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such
GRADE LEVEL EXPECTATION	110.5.b. 11. 110.5.b.1 1.A. 110.5.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
GRADE LEVEL EXPECTATION TEKS STUDENT	110.5.b. 11. 110.5.b.1 1.A. 110.5. 110.5.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.5.b. 110.5.b.1 1.A. 110.5. 110.5.b. 12. 110.5.b.1 2.B.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.5.b. 110.5.b.1 1.A. 110.5. 110.5.b. 12. 110.5.b.1 2.B. 110.5.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. English Language Arts and Reading, Grade 3, Adopted 2017

GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		
		My Friend, Part 2		
	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017			
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:		
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:		
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.		
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.		
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017		
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:		

INDICATOR	110.5.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		My House, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:

INDICATOR 110.5.b.2. Decoding compound words, contractions, and abbreviations.

A.iii.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		My House, Part 2
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR		
	1.D.v. 110.5.b.1	
INDICATOR	1.D.v. 110.5.b.1 1.D.xi. 110.5.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
INDICATOR TEKS STUDENT	1.D.v. 110.5.b.1 1.D.xi. 110.5. 110.5.b. 11.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses

STUDENT EXPECT ATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		Nile River, Yangtze River
		Texas Essential Knowledge and Skills (TEKS) Language Arts
		Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. A.vi.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
	11.	The student uses the writing process recursively to compose multiple texts that are legible and uses
GRADE LEVEL	11. 110.5.b.1 1.A.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such
GRADE LEVEL EXPECTATION	11. 110.5.b.1 1.A. 110.5. 110.5.b.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
GRADE LEVEL EXPECTATION TEKS STUDENT	11. 110.5.b.1 1.A. 110.5. 110.5.b. 12.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	11. 110.5.b.1 1.A. 110.5.b. 110.5.b. 12.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	11. 110.5.b.1 1.A. 110.5.b. 110.5.b.1 2.B. 110.5.b.1	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Orchestra and Conductor

Texas Essential Knowledge and Skills (TEKS)

Language Arts
Grade 3 - Adopted: 2017

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. A.vi.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	. The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Roanoke, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts
		Grade 3 - Adopted: 2017

STUDENT EXPECTATION	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The
	student is expected to:

GRADE LEVEL	110.5.b.1	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and
EXPECTATION	.C.	the conventions of language to communicate ideas effectively.

GRADE LEVEL	110.5.b.1	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
EXPECTATION	.D.	

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT 110.5 EXPECTATION 2.	.b. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
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GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR		Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .H.	Synthesize information to create new understanding.

GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9 D.i.	. The central idea with supporting evidence.
INDICATOR	110.5.b.9 D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT

11.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
110.5.b. 11.D.	Edit drafts using standard English conventions, including:
110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
110.5.b.1 3.C.	Identify and gather relevant information from a variety of sources.
110.5.b.1 3.E.	Demonstrate understanding of information gathered.
110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
	110.5.b.1 110.5.b.1 110.5.b.1 110.5.b.1 2.B. 110.5.b.1 3.C. 110.5.b.1 3.E. 110.5.b.1

110.5.b. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.

Roanoke, Part 2

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	Demonstrate and apply spelling knowledge by:

INDICATOR 110.5.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.

B.iv.

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
TEKS STUDENT EXPECTATION	110.5.b.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT	110.5.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
STUDENT EXPECTATION	110.5.b. 11. 110.5.b. 11.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.5.b. 11. 110.5.b. 11.D.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR	110.5.b. 11. 110.5.b. 11.D. 110.5.b.1 1.D.iv.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Adjectives, including their comparative and superlative forms.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.5.b. 11.0.5.b. 11.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Adjectives, including their comparative and superlative forms. Adverbs that convey time and adverbs that convey manner.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR	110.5.b. 11. 110.5.b. 11.D. 110.5.b.1 1.D.iv. 110.5.b.1 1.D.xi. 110.5.b.1 1.D.xi.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Adjectives, including their comparative and superlative forms. Adverbs that convey time and adverbs that convey manner. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION INDICATOR INDICATOR TEKS STUDENT	110.5.b. 11.0.5.b. 11.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1 1.0.5.b.1	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Adjectives, including their comparative and superlative forms. Adverbs that convey time and adverbs that convey manner. Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		Roman Colosseum
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION		Retell and paraphrase texts in ways that maintain meaning and logical order.
LAFECIATION	.D.	
GRADE LEVEL EXPECTATION		Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning.
GRADE LEVEL EXPECTATION GRADE LEVEL	110.5.b.7 .E.	
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.5.b.7 .E. 110.5.b.7 .G. 110.5.b.	Discuss specific ideas in the text that are important to the meaning.

INDICATOR 110.5.b.9. The central idea with supporting evidence.

D.i.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
INDICATOR		Developing an engaging idea with relevant details. English Language Arts and Reading, Grade 3, Adopted 2017
	1.B.ii. 110.5.	
TEKS	1.B.ii. 110.5. 110.5.b.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
TEKS STUDENT EXPECTATION GRADE LEVEL	1.B.ii. 110.5. 110.5.b. 11.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	1.B.ii. 110.5. 110.5.b. 110.5.b.1 1.C. 110.5.b.1	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	1.B.ii. 110.5. 110.5.b. 110.5.b.1 1.C. 110.5.b.1	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	1.B.ii. 110.5.b. 110.5.b. 110.5.b.1 1.C. 110.5.b. 110.5.b.	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	1.B.ii. 110.5.b. 110.5.b.1 1.C. 110.5.b.1 1.10.5.b. 110.5.b. 110.5.b. 110.5.b.1	English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including: Singular, plural, common, and proper nouns.

STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		Roman Hoplite, American Quarter Horse
		Texas Essential Knowledge and Skills (TEKS) Language Arts Credo 3 Adopted: 2017
		Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2.	Spelling compound words, contractions, and abbreviations.

B.iii.

STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

GRADE LEVEL 110.5.b.1 Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. **EXPECTATION** Rooster, Part 1 Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 **TEKS** 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 110.5.b. STUDENT Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--**EXPECTATION 1.** oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: **GRADE LEVEL** 110.5.b.1 Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and **EXPECTATION** .C the conventions of language to communicate ideas effectively. **GRADE LEVEL** 110.5.b.1 Work collaboratively with others by following agreed-upon rules, norms, and protocols. **EXPECTATION TEKS** 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 110.5.b. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and EXPECTATION 2. thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: 110.5.b. GRADE LEVEL Demonstrate and apply phonetic knowledge by: **EXPECT ATION** 2.A. INDICATOR 110.5.b.2. Decoding compound words, contractions, and abbreviations. A.iii. **TEKS** 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 110.5.b. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and **EXPECTATION** thinking--beginning reading and writing. The student develops word structure knowledge through 2. phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: **GRADE LEVEL** 110.5.b. Demonstrate and apply spelling knowledge by: **EXPECTATION** 2.B. **INDICATOR** 110.5.b.2. Spelling compound words, contractions, and abbreviations. B.iii. **TEKS** 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 110.5.b. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and **EXPECTATION 3.** thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: **GRADE LEVEL** 110.5.b.3 Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning **EXPECTATION** .B words **TEKS** 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 110.5.b.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. STUDENT **EXPECTATION** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
	7.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL	7. 110.5.b.7 .C.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL	7. 110.5.b.7 .C. 110.5.b.7 .E.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	7. 110.5.b.7 .C. 110.5.b.7 .E.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	7. 110.5.b.7 .C. 110.5.b.7 .E. 110.5.b.7 .G.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	7. 110.5.b.7 .C. 110.5.b.7 .E. 110.5.b.7 .G. 110.5.b. 110.5.b.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning. English Language Arts and Reading, Grade 3, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	7. 110.5.b.7 .C. 110.5.b.7 .E. 110.5.b.7 .G. 110.5.b. 9.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning. English Language Arts and Reading, Grade 3, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	7. 110.5.b.7 .C. 110.5.b.7 .E. 110.5.b.7 .G. 110.5.b. 9. 110.5.b. 9. 110.5.b.9 .D.i.	responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: Use text evidence to support an appropriate response. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning. English Language Arts and Reading, Grade 3, Adopted 2017 Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: Recognize characteristics and structures of informational text, including:

STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iii.	Singular, plural, common, and proper nouns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Rooster, Part 2
Texas Essential Knowledge and Skills (TEKS) Language Arts		

Grade 3 - Adopted: 2017

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
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GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
	110.5.b.1	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
INDICATOR	1.D.xi.	
INDICATOR		English Language Arts and Reading, Grade 3, Adopted 2017

GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		The Fox and the Crow, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
TEKS		

GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
ГЕКЅ	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.

STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.8 .B.	Explain the relationships among the major and minor characters.
GRADE LEVEL EXPECTATION	110.5.b.8 .C.	Analyze plot elements, including the sequence of events, the conflict, and the resolution.
GRADE LEVEL EXPECTATION	110.5.b.8 .D.	Explain the influence of the setting on the plot.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.9 .C.	Discuss elements of drama such as characters, dialogue, setting, and acts.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.A.	Explain the author's purpose and message within a text.
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.E.	Identify the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.A.	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		The Fox and the Crow, Part 2
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts
		Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:

INDICATOR 110.5.b.2. Spelling compound words, contractions, and abbreviations.

B.iii.

INDICATOR	110.5.b.2. B.iv.	. Spelling multisyllabic words with multiple sound-spelling patterns.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

TEV0	440.5	To Palata and Advantage Alexanders
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.A.	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		The Theft of Thor's Hammer, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts
TEVE	110 5	Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

EXPECTATION .D.

GRADE LEVEL 110.5.b.1 Work collaboratively with others by following agreed-upon rules, norms, and protocols.

STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. A.vi.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
		English Language Arts and Reading, Grade 3, Adopted 2017
TEKS	110.5.	
STUDENT EXPECTATION	110.5.b.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsliterary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.8 .B.	Explain the relationships among the major and minor characters.
GRADE LEVEL EXPECTATION	110.5.b.8 .C.	Analyze plot elements, including the sequence of events, the conflict, and the resolution.
GRADE LEVEL EXPECTATION	110.5.b.8 .D.	Explain the influence of the setting on the plot.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.9 .C.	Discuss elements of drama such as characters, dialogue, setting, and acts.

STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.A.	Explain the author's purpose and message within a text.
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.E.	Identify the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.A.	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		The Theft of Thor's Hammer, Part 2

Texas Essential Knowledge and Skills (TEKS) Language Arts

Grade 3 - Adopted: 2017

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. A.vi.	Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
GRADE LEVEL EXPECTATION	110.5.b.3 .D.	Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .F.	Respond using newly acquired vocabulary as appropriate.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
	110.5.b. 11.	The student uses the writing process recursively to compose multiple texts that are legible and uses
GRADE LEVEL	110.5.b. 11. 110.5.b.1	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas
GRADE LEVEL EXPECTATION	110.5.b. 11. 110.5.b.1 1.C. 110.5.b.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017
GRADE LEVEL EXPECTATION TEKS STUDENT	110.5.b. 11. 110.5.b.1 1.C. 110.5.b.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.5.b. 11. 110.5.b.1 1.C. 110.5.b. 110.5.b.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:
GRADE LEVEL EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	110.5.b. 110.5.b. 110.5.b. 110.5.b. 110.5.b. 11.D.	The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. English Language Arts and Reading, Grade 3, Adopted 2017 Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: Edit drafts using standard English conventions, including:

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.A.	Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Tornadoes
		Tornadoes Texas Essential Knowledge and Skills (TEKS)
		Texas Essential Knowledge and Skills (TEKS) Language Arts
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	Texas Essential Knowledge and Skills (TEKS) Language Arts
TEKS STUDENT EXPECTATION	110.5.b.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017
STUDENT	110.5.b. 1.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The
STUDENT EXPECTATION	110.5.b. 1. 110.5.b.1 .C.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	110.5.b. 1. 110.5.b.1 .C.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	110.5.b.1 .C. 110.5.b.1 .D. 110.5.b.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others by following agreed-upon rules, norms, and protocols. English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION TEKS STUDENT	110.5.b.1 .C. 110.5.b.1 .D. 110.5.b. 110.5.b.	Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017 English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. Work collaboratively with others by following agreed-upon rules, norms, and protocols. English Language Arts and Reading, Grade 3, Adopted 2017 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and

110.5.b.2. Decoding words using knowledge of suffixes, including how they can change base words such as dropping e,

changing y to i, and doubling final consonants.

A.iii.

INDICATOR

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
INDICATOR	110.5.b.2. B.iv.	Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.5.b.2. B.vii.	Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110 5 h 4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency.
Ext. 20 million		The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION		
STUDENT	110.5.b.5	fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
STUDENT EXPECTATION	110.5.b.5 110.5.	fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION TEKS STUDENT	110.5.b.5 . 110.5. 110.5.b. 6.	fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL	110.5.b.5 . 110.5.b. 6. 110.5.b.6 .A.	fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
STUDENT EXPECTATION TEKS STUDENT EXPECTATION GRADE LEVEL EXPECTATION	. 110.5.b.5 . 110.5.b.6 . 110.5.b.6 .A. 110.5.b.6	fluency (rate, accuracy, and prosody) when reading grade-level text. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. English Language Arts and Reading, Grade 3, Adopted 2017 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: Establish purpose for reading assigned and self-selected texts.

TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7 .D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b.7 .G.	Discuss specific ideas in the text that are important to the meaning.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 9.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL	110.5.b.1	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such

 ${\sf EXPECTATION} \quad {\sf 1.A.} \qquad \text{as brainstorming, freewriting, and mapping.}$

TEKS

STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110 5	English Language Arts and Reading Grade 3 Adonted 2017

110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Treasure Map, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking-oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	. Spelling compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
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STUDENT EXPECTATION 6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL EXPECTATION A. A. Establish purpose for reading assigned and self-selected texts. GRADE LEVEL EXPECTATION B. Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL EXPECTATION F. Evaluate details read to determine key ideas. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5 English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 7. Responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.5.b.7 Use text evidence to support an appropriate response. C. C. CRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. GRADE LEVEL EXPECTATION E. Succession of the text that are important to the meaning.			
sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 10.5.b. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 10.5.b. Establish purpose for reading assigned and self-selected texts. A. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 10.5.b. Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL 10.5.b. Make inferences and use evidence to support understanding. F. CRADE LEVEL 10.5.b. Beralisate details read to determine key ideas. GRADE LEVEL 10.5.b. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and amorbating when understanding breaks down. TEKS 10.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 1.5.b. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student response is a minoreasingly challenging variety of sources that are read, heard, or viewed. The student expectation. GRADE LEVEL 10.5.b.7 Use text evidence to support an appropriate response. C. CRADE LEVEL 10.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 6. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 10.5. Sendent recognizes and analyzes genre-specific characteristics, structures, and purposes within an expected to: STUDENT 10.5. Response skills of the text that are important to the meaning. EXPECTATION 9. Sendent recognizes and analyzes genre-specific characteristics, structures, and purposes within an expected to: STUDENT 10.5. Recognize characteristics and structures of informational		110.5.b.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate
STUDENT EXPECTATION 6. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: GRADE LEVEL 110.5.b.6 Exablish purpose for reading assigned and self-selected texts. GRADE LEVEL 110.5.b.6 Generate questions about text before, during, and after reading to deepen understanding and gain information. GRADE LEVEL 110.5.b.6 Make inferences and use evidence to support understanding. F. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 6. English Language Arts and Reading, Grade 3, Adopted 2017 TEKS 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. EXPECTATION 9. Singlish Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 110.5.b. Multiple general itstening, speaking, reading, writing, and thinking using multiple texts—genres. The EXPECTATION 9. Singlish Language Arts and Reading, contemporary, classical, and diverse texts. The student is expected to:		110.5.b.5	sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select
Student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: 110.5.b.6 Establish purpose for reading assigned and self-selected texts. EXPECTATION A. GRADE LEVEL 110.5.b.6 Generate questions about text before, during, and after reading to deepen understanding and gain information. EXPECTATION 5. GRADE LEVEL 110.5.b.6 Make inferences and use evidence to support understanding. F. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. G. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.5.b.7 Use text evidence to support an appropriate response. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. EXPECTATION 6. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. EXPECTATION 6. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. EXPECTATION 9. Multiple geners: listening, speaking, reading, writing, and thinking using multiple texts—genres. The EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The expected to:	TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
A. GRADE LEVEL 110.5.b.6 Generate questions about text before, during, and after reading to deepen understanding and gain information. B. GRADE LEVEL 110.5.b.6 Make inferences and use evidence to support understanding. F. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student is expected to: GRADE LEVEL 110.5.b.7 Use text evidence to support an appropriate response. GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION G. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 Using hard page arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Begins hanguage Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			student uses metacognitive skills to both develop and deepen comprehension of increasingly complex
GRADE LEVEL EXPECTATION F. GRADE LEVEL EXPECTATION F. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. G. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL 110.5.b.7 Use text evidence to support an appropriate response. C. GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION 6. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			Establish purpose for reading assigned and self-selected texts.
EXPECTATION F. GRADE LEVEL 110.5.b.6 Evaluate details read to determine key ideas. GRADE LEVEL 110.5.b.6 Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION C. GRADE LEVEL EXPECTATION E. GRADE LEVEL EXPECTATION G. GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. E. GRADE LEVEL 10.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION G. GRADE LEVEL 110.5.b. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION .G. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT FXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION .C. Use text evidence to support an appropriate response. GRADE LEVEL EXPECTATION .E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION .G. Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. STUDENT EXPECTATION .Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			Make inferences and use evidence to support understanding.
TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION .C. Use text evidence to support an appropriate response. GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL STUDENT 110.5.b. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			Evaluate details read to determine key ideas.
STUDENT EXPECTATION 7. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION C. GRADE LEVEL 110.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. EXPECTATION E. GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 110.5.b.7 English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			
responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: GRADE LEVEL EXPECTATION C. GRADE LEVEL EXPECTATION E. GRADE LEVEL EXPECTATION E. GRADE LEVEL EXPECTATION E. Biscuss specific ideas in the text that are important to the meaning. GRADE LEVEL EXPECTATION E. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:	TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
GRADE LEVEL 210.5.b.7 Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. GRADE LEVEL 210.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 210.5.b.7 Discuss specific ideas in the text that are important to the meaning. GRADE LEVEL 210.5.b. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT 210.5.b. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student
GRADE LEVEL 110.5.b.7 Discuss specific ideas in the text that are important to the meaning. EXPECTATION .G. TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 9. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			Use text evidence to support an appropriate response.
TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017 STUDENT EXPECTATION 110.5.b. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
STUDENT EXPECTATION 110.5.b. Multiple genres: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:			Discuss specific ideas in the text that are important to the meaning.
Student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: GRADE LEVEL 110.5.b. Recognize characteristics and structures of informational text, including:	TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
			student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is
			Recognize characteristics and structures of informational text, including:

INDICATOR 110.5.b.9. The central idea with supporting evidence.

D.i.

INDICATOR	110.5.b.9 D.iii.	. Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 13.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		Treasure Map, Part 2
		• '

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 3 - Adopted: 2017

TEKS 110.5. English Language Arts and Reading, Grade 3, Adopted 2017

STUDENT EXPECT ATION	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	Demonstrate and apply spelling knowledge by:

INDICATOR 110.5.b.2. Spelling multisyllabic words with multiple sound-spelling patterns.

B.iv.

TEKS	110.5.	English Language	Arts and Reading.	. Grade 3. Adopte	d 2017

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.

STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
		William Penn, Part 1
		Texas Essential Knowledge and Skills (TEKS)
		Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Developing and sustaining foundational language skills: listening, speaking, discussion, and thinkingoral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 .C.	Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.5.b.1 .D.	Work collaboratively with others by following agreed-upon rules, norms, and protocols.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2. A.iii.	Decoding compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2. B.iii.	Spelling compound words, contractions, and abbreviations.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .B.	Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

STUDENT EXPECTATION	110.5.b.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingfluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
STUDENT EXPECTATION	110.5.b.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingself-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 6.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.6 .A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b.6 .E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.5.b.6 .F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b.6 .H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.5.b.6 .l.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 7.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.7 .C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b.7	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b.7 .E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
	.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Discuss specific ideas in the text that are important to the meaning.
GRADE LEVEL	.E. 110.5.b.7	

GRADE LEVEL EXPECT AT ION	110.5.b. 9.D.	Recognize characteristics and structures of informational text, including:
INDICATOR	110.5.b.9. D.i.	The central idea with supporting evidence.
INDICATOR	110.5.b.9. D.iii.	Organizational patterns such as cause and effect and problem and solution.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION		Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. 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:
GRADE LEVEL EXPECTATION	110.5.b.1 0.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.1 0.F.	Discuss how the author's use of language contributes to voice.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.ix.	Capitalization of official titles of people, holidays, and geographical names and places.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 2.B.	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.1 3.C.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.5.b.1 3.E.	Demonstrate understanding of information gathered.
GRADE LEVEL EXPECTATION	110.5.b.1 3.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.1 3.H.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
		William Penn, Part 2
		Texas Essential Knowledge and Skills (TEKS) Language Arts Grade 3 - Adopted: 2017
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.A.	Demonstrate and apply phonetic knowledge by:
INDICATOR	110.5.b.2 A.vi.	. Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingbeginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 2.B.	Demonstrate and apply spelling knowledge by:
INDICATOR	110.5.b.2 B.iv.	. Spelling multisyllabic words with multiple sound-spelling patterns.
INDICATOR	110.5.b.2 B.vii.	. Spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECT ATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinkingvocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.3 .C.	Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

GRADE LEVEL EXPECTATION	110.5.b.1 1.A.	Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 11.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.5.b.1 1.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.1 1.B.ii.	Developing an engaging idea with relevant details.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.C.	Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECT ATION	110.5.b. 11.D.	Edit drafts using standard English conventions, including:
INDICATOR	110.5.b.1 1.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.1 1.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.1 1.D.xi.	Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple textswriting process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.5.b.1 1.E.	Publish written work for appropriate audiences.
TEKS	110.5.	English Language Arts and Reading, Grade 3, Adopted 2017
STUDENT EXPECTATION		Composition: listening, speaking, reading, writing, and thinking using multiple textsgenres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

GRADE LEVEL 110.5.b.1 Compose informational texts, including brief compositions that convey information about a topic, using a clear central EXPECTATION 2.B. idea and genre characteristics and craft.