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	**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 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	**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 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	**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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.10.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 texts--writing 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.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 texts--writing 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.11.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.11.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 texts--writing 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.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 texts--writing 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	**110.5.b.11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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.

Dolphins

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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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	110.5.b. 11.	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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.

Hagia Sophia

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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 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	**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 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	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.

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STUDENT EXPECTATION	110.5.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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.13.F.	Recognize the difference between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.5.b.13.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	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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--genres. 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**

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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.10.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 texts--writing 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.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 texts--writing 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.11.B.i.	Organizing with purposeful structure, including an introduction and a conclusion.
INDICATOR	110.5.b.11.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 texts--writing 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.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 texts--writing 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.11.D.v.	Adverbs that convey time and adverbs that convey manner.
INDICATOR	110.5.b.11.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 texts--writing 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.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 texts--genres. 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.12.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 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 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	**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 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	**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 thinking--vocabulary. 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 EXPECTATION	110.5.b.4 .	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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
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 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	**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 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	**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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.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 texts--writing 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 texts--genres. 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.

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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	**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.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.10.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 texts--writing 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.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 texts--writing 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.11.D.iv.	Adjectives, including their comparative and superlative forms.

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 texts--genres. 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.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 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	**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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--genres. 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 Friend, 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 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	**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 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	**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. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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.b1 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 texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:**
GRADE LEVEL EXPECTATION	110.5.b1 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 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 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** | **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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	**110.5.b. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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 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	**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 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	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.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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.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 texts--genres. 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.12.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.13.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 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	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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	**110.5.b. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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 EXPECTATION	110.5.b. 2.	**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	**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 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	**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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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.

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	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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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**

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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I. | 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 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 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 | 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 | 110.5.b. 11. | **Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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	**110.5.b. 12.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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.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.

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	**110.5.b. 2.**	**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	**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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.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 texts--writing 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 texts--genres. 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.

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Texas Essential Knowledge and Skills (TEKS)
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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 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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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.I.	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 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 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.

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.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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.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 texts--writing 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 texts--genres. 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
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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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	110.5.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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.

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 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	**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 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	**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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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.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.I.	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.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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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	110.5.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 EXPECTATION	110.5.b. 2.	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	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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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	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 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	**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 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	**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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .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 .I.	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. 8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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 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 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 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.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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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	**110.5.b. 12.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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 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 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	**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 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	**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. 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 .I.	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 .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	**110.5.b. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.11.D.iv.	Adjectives, including their comparative and superlative forms.
INDICATOR	110.5.b.11.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 texts--writing 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.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 texts--genres. 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.12.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.13.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
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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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 .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 .I.	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. 8.	**Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary 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 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 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 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.10.A.	Explain the author's purpose and message within a text.
GRADE LEVEL EXPECTATION	110.5.b.10.B.	Explain how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.5.b.10.E.	Identify the use of literary devices, including first- or third-person point of view.
GRADE LEVEL EXPECTATION	110.5.b.10.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 texts--writing 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.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 texts--genres. 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.12.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.13.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 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	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 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	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 thinking--vocabulary. 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 .I.	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 .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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.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 texts--writing 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 texts--genres. 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

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 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	**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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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.I.	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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--genres. 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 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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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.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.I.	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.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 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 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	**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	**110.5.b. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--genres. 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 EXPECTATION	**110.5.b. 2.**	**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	**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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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 texts--genres. 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	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 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	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 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	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 thinking--vocabulary. 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 thinking--fluency. 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 thinking--self-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.b6.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.5.b6.E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.5.b6.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.5.b6.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.5.b6.H.	Synthesize information to create new understanding.
GRADE LEVEL EXPECTATION	110.5.b6.I.	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.b7.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.5.b7.D.	Retell and paraphrase texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.5.b7.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.5.b7.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 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 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	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	110.5.b. 11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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	110.5.b. 12.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. 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.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 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	**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 EXPECTATION	**110.5.b. 2.**	**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	**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 EXPECTATION	**110.5.b. 3.**	**Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. 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	**110.5.b. 11.**	**Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing 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 texts--writing 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 texts--writing 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 texts--writing 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.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 texts--writing 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 texts--genres. 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.