Lesson Correlation to the Grade 3 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 3.

Texas Essential Knowledge and Skills	*Measuring Up* Lessons
TEKS 3.1 Reading/Beginning Reading Skills/Phonics. Students use the relationship between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:	
(A) Decode multisyllabic words in context and independent of context by applying common letter-sound correspondences including:	7, 12
(i) dropping the final "e" and add endings such as –ing, -ed, or –able (e.g., use, using, used, usable).	7
(ii) doubling final consonants when adding an ending (e.g., hop to hopping).	7
(iii) changing the final "y" to "i" (e.g., baby to babies).	7
(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly).	12
(v) using knowledge of derivational affixes (e.g., -de, -ful, -able).	12
(B) use common syllabication patterns to decode words including:	9
(i) closed syllable (CVC) (e.g., mag-net, splen-did).	9
(ii) open syllable (CV) (e.g., ve-to).	9
(iii) final stable syllable (e.g., puz-zle, con-trac-tion).	9
(iv) r-controlled vowels (e.g., fer-ment, car-pool).	9
(v) vowel digraphs and diphthongs (e.g., ei-ther).	9
(C) decode words by applying knowledge of common spelling patterns (e.g., -eigh, -ought).	8
(D) identify and read contractions (e.g., I'd, won't).	10
(E) monitor accuracy of decoding.	7, 8, 9, 10
TEKS 3.2 Readings/Beginning Readings/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:	
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.	1, 29
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	2, 16–24
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).	3
TEKS 3.3 Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to	
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	2, 3, 22
TEKS 3.4 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots.	12
(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.	13
(C) identify and use antonyms, synonyms, homographs, and homophones.	14

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(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles).	14
(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.	15
TEKS 3.5 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) paraphrase the themes and supporting details of fables, legends, myths, or stories.	17
(B) compare and contrast the settings in myths and traditional folktales.	18
TEKS 3.6 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understandings. Students are expected to	
describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	19
TEKS 3.7 Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to	
identify the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	20
TEKS 3.8 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) sequence and summarize the plot's main events and explain their influence on future events.	21
(B) describe the interaction of characters including their relationships and the changes they undergo.	22
(C) identify whether the narrator or speaker of a story is first or third person.	23
TEKS 3.9 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to	
explain the difference in point of view between a biography and autobiography.	24
TEKS 3.10 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to	
identify language that creates a graphic visual experience and appeals to the senses.	16
TEKS 3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to	
identify the topic and explain the author's stated purpose in writing the text.	25
TEKS 3.13 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) identify the details or facts that support the main idea.	26
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence.	27
(C) identify explicit cause and effect relationships among ideas in texts.	28

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(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	29
TEKS 3.14 Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to	
identify what the author is trying to persuade the reader to think or do.	30
TEKS 3.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow and explain a set of written multi-step directions.	31
(B) locate and use specific information in graphic features of text.	31
TEKS 3.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) understand how communication changes when moving from one genre of media to another.	11
(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound).	11
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	11
Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	
(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.	3
(B) ask literal, interpretive, and evaluative questions of text.	2
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).	3
(D) make inferences about text using textual evidence to support understanding.	4, 16, 18–25, 27–30
(E) summarize information in text, maintaining meaning and logical order.	5, 21, 25, 26, 28–30
(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	6