

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	1
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	1
<b>Overview</b>			
Main Idea, Sequencing, 6 Traits – Sentence Fluency and Idea, Introduction to Cursive Handwriting			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.	3.4A Use vocabulary to describe clearly ideas, feelings, and experiences (K-3).	(No clarification needed)	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9C Retell or act out the order of important events in stories (K-3).	<ul style="list-style-type: none"> <li>Recalls literal details found explicitly in the text (sequence events that detail major events in history)</li> </ul> <p><b>TAKS Note:</b> <i>The vast majority of questions that give <u>a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</u></u></i></p>	
3.13 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	3.13A Connect life experiences with the life experiences, language, customs, and culture of others (K-3).	<ul style="list-style-type: none"> <li>Connecting those personal experiences with the life experiences, language, customs, and culture of others</li> </ul>	
3.13 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.	3.13B Compare experiences of characters across cultures (K-3).	<ul style="list-style-type: none"> <li>Analyzing narrative and expository text to identify the experiences of characters from other cultures and compares to his/her own experiences</li> </ul>	

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<p>3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15A Gain more proficient control of all aspects of penmanship (3).</p>	<ul style="list-style-type: none"> <li>• Uses pencil grip, paper position, stroke and posture, and uses correct letter formation, appropriate size, and spacing</li> <li>• Maintains a consistent and appropriate slant in cursive writing</li> <li>• Writes two or more pages, using legible and neat cursive writing with appropriate spacing between words</li> </ul>
<p>3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation such as commas in a series (3).</p>	<p>Including: Abbreviations-Example: Months</p>
<p>3.16 Writing/spelling. The student spells proficiently.</p>	<p>3.16A Write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3).</p>	<p>(No clarification needed)</p>
<p>3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</p>	<p>3.17C Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3).</p>	<p>Including: Periods, comma with day and year</p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	2
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	2
<b>Overview</b>			
Setting, Plot, 6 Traits – Sentence Fluency and Idea, Cursive Handwriting			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11 I Identify the importance of the setting to a story’s meaning (1-3).	Recognize Setting of a Text or Portion of a Text <ul style="list-style-type: none"> <li>• Time               <ul style="list-style-type: none"> <li>○ historical time/period</li> <li>○ calendar/clock time</li> </ul> </li> <li>• Place               <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul> <u>Recognize the Purpose/Significance of Setting</u> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11 J Recognize the story problem(s) or plot (1-3).	<ul style="list-style-type: none"> <li>• Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</li> </ul>	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	3.17 C Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3).	Including: Periods, commas with city and state,	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	3
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	3
<b>Overview</b>			
Character Traits, Author’s Purpose and Point of View, Compare and Contrast, Legends			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.8 Reading/vocabulary development. The student develops an extensive vocabulary.	3.8C Use resources and references such as beginner’s dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).	Including the accurate use of reference information such as pronunciation, part of speech, multiple meanings, etc.	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9E Draw and discuss visual images based on text descriptions (1-3).	<ul style="list-style-type: none"> <li>• Including responding appropriately on a personal level, both orally and in writing, to fiction, nonfiction and poetry selections such as (e.g., writing a note to one of the characters, telling the story from one character’s point of view, creating a Venn diagram to compare and contrast two characters, imagining a new ending, drawing a story map and/or time line, writing a newspaper column about an event that occurs, giving advice to one of the characters, speculating and asking questions)</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	Including: <ul style="list-style-type: none"> <li>• Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”).</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11F Understand literary forms by recognizing and distinguishing among	<ul style="list-style-type: none"> <li>• types of text including, fables</li> </ul>	
3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	3.15B Use capitalization and punctuation	Including: Titles of books	
3.16 Writing/spelling. The student spells proficiently.	3.16H Use resources to find correct spellings, synonyms, and replacement words (1-3).	Including: <ul style="list-style-type: none"> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Dictionary of Synonyms</li> </ul> Using the replacement words in composition	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	4
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	4
<b>Overview</b>			
Tall Tales, Identifying Similarities and Differences Across Texts, 6 Traits of Writing			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9G Identify similarities and differences across texts including in topics, characters, and themes (when obvious and appropriate) (3).	Including comparing and contrasting: <ul style="list-style-type: none"> <li>Identifying two to three comparisons using a Venn diagram</li> </ul> <u>Examples</u> Comparison/contrast of characters or texts: <ul style="list-style-type: none"> <li>What is one difference between the sultan and the king?</li> <li>How are the (two characters) alike?</li> </ul> <i><b>TAKS Note: All of the items available for analysis ask to compare/contrast elements within a single text. The emphasis is predominantly comparing characters.</b></i>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including story maps, graphs, and charts (2-3).	Including: <ul style="list-style-type: none"> <li>Identifying the Main Idea,</li> <li>Sequencing of Events.</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11F Understand literary forms by recognizing and distinguishing among	<ul style="list-style-type: none"> <li>Including <b>tall tales</b> (3-7)</li> </ul>	
3.16 Writing/spelling. The student spells proficiently.	3.16D Write with more proficient use of orthographic patterns and rules Such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to I (3).	<ul style="list-style-type: none"> <li>Identifies the silent h after g and silent w after s in words (e.g., ghost, answer) and the silent h at the beginning of words (e.g., honor)</li> </ul>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	5
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	5
<b>Overview</b>			
Making Inferences and Drawing Conclusions			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.]</b></li>   <li>• <b>Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</b> <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> </ul> <p><b>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell...” using probably/most likely.</b></p>	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	6
<b>Grade/Level</b>	3rd		<b>Weeks:</b>	6
<b>Overview</b>				
Writing to Express and Reflect and				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14A Write to record ideas and reflections (K-3).	Including journals to reflect ideas and responses to text		
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18A Generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3).	(see writing purposes/text structures/forms)		
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18B Develop drafts (1-3).	(see writing purposes/text structures/forms)		
3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others.	3.19A Identify the most effective features of a piece of writing with criteria generated by the teacher and class (1-3).	(see writing purposes/text structures/forms)		
3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others.	3.19D Use published pieces as models for writing (2-3).	(see writing purposes/text structures/forms)		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9G Identify similarities and differences across texts	(No clarification needed)		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including story maps, graphs, and charts	(No clarification needed)		
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11F Understand literary forms by recognizing and distinguishing tall tales	(No clarification needed)		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).	(No clarification needed)		

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	7
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	7
<b>Overview</b>			
Writing Summaries			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words.	3.4C Retell a spoken message by summarizing or clarifying (K-3).	Such as: <ul style="list-style-type: none"> <li>• summarizing what the message was mostly about, including important details</li> <li>• Retelling in his or her own words the critical information in nonfiction selections, including important details</li> <li>• Summarizing a short oral presentation or story after listening to it</li> </ul>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9H Produce summaries of text selections (2-3).	Including writing and identifying best summary that includes all of the following: <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, important, accurate details that support the main idea, and</li> <li>• details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul> <p><b>TAKS Note: Sometimes the test will give students one to three sentences of the summary and ask “Which sentence(s) best complete(s) the summary?”</b></p>	
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14A Write to record ideas and reflections (K-3).	Including journals to reflect ideas and responses to text	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	8
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	8
<b>Overview</b>			
Analyze and Draw conclusions with Text Evidence and Continue Writing Piece with Revision			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.10 Reading/literary response. The student responds to various texts.	3.10C Support interpretations or conclusions with examples drawn from text (2-3).	<p>Including: Identifying accurate, connected text evidence to:</p> <ul style="list-style-type: none"> <li>• Analyze and Draw Conclusions About Characters/Motivation</li> <li>• Analyze and Draw Conclusions About Characters/Traits</li> <li>• Analyze and Draw Conclusions about Characters/Conflict</li> <li>• Analyze and Draw Conclusions About Characters/Changes They Undergo</li> <li>• Analyze and Draw Conclusions About Setting</li> <li>• Analyze and explain cause/effect relationships</li> <li>• Compare/Contrast literary elements such as characters</li> </ul> <p><b>TAKS Note: Release test items generally asked “which idea/sentence shows that...”</b></p> <p>And support those responses with accurate, connected text evidence.</p> <p><b>TAKS Note:</b></p> <ul style="list-style-type: none"> <li>• <b>Multiple Choice: begin with a conclusion provided by the teacher/question and then validate/support that conclusion with text evidence. (e.g., “Which of the following sentences/statements from the passage supports the conclusion” (that was given in the question)</b></li> <li>• <b>open-ended/constructed response in grades 9-11: draw a conclusion and support that conclusion with text evidence, primarily direct quotations from the text</b></li> </ul>	

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<p>3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</p>	<p>3.17E Edit writing toward standard grammar and usage Including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).</p>	<p>Including verb tense (past, present, and future).</p>
<p>3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others.</p>	<p>3.19B Respond constructively to others writing (1-3).</p>	<p>(see writing purposes/text structures/forms)</p>
<p>3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others.</p>	<p>3.19C Determine how his/her own writing achieves its purposes (1-3).</p>	<p>(see writing purposes/text structures/forms)</p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	9
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	9
<b>Overview</b>			
Analyzing Characters, Editing Writing for Publishing			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11H Analyze characters including their traits, feelings, relationships, and changes (1-3).	How the reader knows about the character (characterization) <ul style="list-style-type: none"> <li>• What the character says</li> <li>• What the character does or does not do</li> <li>• What other characters tell us about the character</li> <li>• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> <li>• Other characters' reactions to the character</li> <li>• Reader's own experience (warning: this cannot be used on TAKS)</li> </ul>	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18C Revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3).	(No clarification needed)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18D Edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3).	(see writing purposes/text structures/forms)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18E Use available technology for aspects of writing including word processing, spell checking, and printing (2-3).	(see writing purposes/text structures/forms)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18F Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	10
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	10
<b>Overview</b>			
Fiction, Non-fiction, Fantasy, and Newspapers			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including a story maps, graphs, and charts (2-3).	<ul style="list-style-type: none"> <li>Drawing Conclusions</li> </ul>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9J Distinguish fact from opinion in various texts, including news stories and advertisements (3).	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> <li>A “fact statement” contains <u>no value language</u>.</li> <li>An “opinion statement” contains <u>value language</u> (e.g., good, difficult, easy, beautiful, should, etc.)</li> </ul> <p>Fact/opinion analysis is appropriate <b>ONLY</b> for expository text.</p> <p><b>Note:</b> Fact statements (no value language) and opinion statements (have value language) speak to the form of the statement—not to its <u>truth</u>). <i>Do <b>not</b> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.”</i> There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”</p>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9K Practice different kinds of questions and tasks including test-like comprehension questions (3).	<p>Including analysis, evaluation, and synthesis:</p> <ul style="list-style-type: none"> <li>Short answer/constructed response questions</li> <li>Multiple choice questions</li> </ul> <p>Tasks that are authentic/real world product, performance, and/or demonstration</p>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11B Distinguish fiction from nonfiction, including fact and fantasy (K-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>that narrative that is written and may be realistic but did not actually happen</li> <li>Non-fiction is text about events that actually happened</li> <li>Fantasy is make-believe and could not have really</li> </ul>	

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		<p>happened (as compared with fiction, which <u>could</u> have actually happened)</p> <ul style="list-style-type: none"> <li>• Compare elements of the story structure to informational structures (definitions, examples, chronological)</li> </ul>
<p>3.16 Writing/spelling. The student spells proficiently.</p>	<p>3.16C Write with more proficient spelling of inflectional endings including plurals and past tense and words that drop the final e when such endings as –ing, -ed, or –able are added (3).</p>	<p>(No clarification needed)</p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	11
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	11
<b>Overview</b>			
Fiction and Non-Fiction			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.10 Reading/literary response. The student responds to various texts.	3.10D Connect ideas and themes across texts (1-3).	<p><u>Compare or Contrast Across Texts</u></p> <p>Compare Ideas:</p> <ul style="list-style-type: none"> <li>• “The newspaper article and Lisa’s report both tell about —“</li> <li>• “An idea present in both selections is —“</li> <li>• “One idea found in both of these stories is that people can be —“</li> <li>• “An idea present in both articles is —“</li> </ul> <p>Compare Characters:</p> <ul style="list-style-type: none"> <li>• “How is Sete different from his friends?”</li> <li>• How is the first woman who is questioned in ‘The Sultan’s Pearls’ like the first man who is questioned in ‘The King’s Gold’?</li> </ul> <p>Compare Events:</p> <ul style="list-style-type: none"> <li>• “According to the article, how was Douglas’s career as a journalist similar to her attending college?”</li> </ul> <p>Compare Themes:</p> <ul style="list-style-type: none"> <li>• “Which of these is a theme in both selections?”</li> <li>• “A theme found in both articles is —“</li> </ul> <p>and support the conclusions with text evidence [and/or personal experience]</p> <p><b>TAKS Note: In 3<sup>rd</sup> grade, this student expectation is <u>not</u> tested using paired text. The comparisons are <u>within</u> the text.</b></p>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	<ul style="list-style-type: none"> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	

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<p>3.16 Writing/spelling. The student spells proficiently.</p>	<p>3.16D Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to I (3).</p>	<ul style="list-style-type: none"><li>• Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i</li></ul> <p>Including: Digraphs –ch, -th, -wh</p>
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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	12
<b>Grade/Level</b>	3rd		<b>Weeks:</b>	12
<b>Overview</b>				
Root Words, Decoding, Word Identification				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
3.5 Reading/word identification. The student uses a variety of word identification strategies.	3.5D Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3).	<ul style="list-style-type: none"> <li>Determines the meaning of words with the prefixes de-, dis-, non-, and , un-, re-, pre-</li> <li>Determines the meaning of words with the suffixes less, -ment, or, and -tion</li> <li>Uses prefixes and suffixes to divide words into syllables (e.g., dis/like, joy/ful)</li> </ul>		
3.5 Reading/word identification. The student uses a variety of word identification strategies.	3.5E Use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>using a dictionary entry to determine the meaning of the word as it is used in text</li> <li>using context clues from the entire text to determine the meaning of the word</li> </ul> <p><b>Note:</b> “Word substitution” does not work on TAKS. All words in the answer choices will fit the grammar/syntax of the sentence.</p>		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including a story maps, graphs, and charts (2-3).	<ul style="list-style-type: none"> <li>Drawing Conclusions,</li> </ul>		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9J Distinguish fact from opinion in various texts, including news stories and advertisements (3).	<p>Including applying the concepts:</p> <ul style="list-style-type: none"> <li>A “fact statement” contains <b><u>no value language</u></b>.</li> <li>An “opinion statement” contains <b><u>value language</u></b> (e.g., good, difficult, easy, beautiful, should, etc.)</li> </ul> <p>Fact/opinion analysis is appropriate <b>ONLY</b> for expository text.</p> <p><b>Note:</b> Fact statements (no value language) and opinion</p>		

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		statements (have value language) speak to the form of the statement—not to its <u>truth</u> ). Do <b>not</b> teach students “if you can prove it, it’s a fact; if you can’t prove it, it’s an opinion.” There are many opinions for which mountains of evidence could be assembled as “proof,” e.g. “George Washington was a good President.”
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9K Practice different kinds of questions and tasks including test-like comprehension questions (3).	Including analysis, evaluation, and synthesis: <ul style="list-style-type: none"> <li>• Short answer/constructed response questions</li> <li>• Multiple choice questions</li> </ul> Tasks that are authentic/real world product, performance, and/or demonstration
3.10 Reading/literary response. The student responds to various texts.	3.10D Connect ideas and themes across texts (1-3).	<u>Compare or Contrast Across Texts</u> Compare Ideas: <ul style="list-style-type: none"> <li>• “The newspaper article and Lisa’s report both tell about —“</li> <li>• “An idea present in both selections is —“</li> <li>• “One idea found in both of these stories is that people can be —“</li> <li>• “An idea present in both articles is —“</li> </ul>
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11B Distinguish fiction from nonfiction, including fact and fantasy (K-3).	Including: <ul style="list-style-type: none"> <li>• that narrative that is written and may be realistic but did not actually happen</li> <li>• Non-fiction is text about events that actually happened</li> <li>• Fantasy is make-believe and could not have really happened (as compared with fiction, which <u>could</u> have actually happened)</li> <li>• Compare elements of the story structure to informational structures (definitions, examples, chronological)</li> </ul>
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).	<ul style="list-style-type: none"> <li>• Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	13
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	13
<b>Overview</b>			
Generalization, Themes, Comparing and Contrasting			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including a story maps, graphs, and charts (2-3).	<ul style="list-style-type: none"> <li>• Drawing Conclusions,</li> </ul>	
3.10 Reading/literary response. The student responds to various texts.	3.10D Connect ideas and themes across texts (1-3).	<u>Compare or Contrast Across Texts</u> Compare Ideas: <ul style="list-style-type: none"> <li>• “The newspaper article and Lisa’s report both tell about —“</li> <li>• “An idea present in both selections is —“</li> <li>• “One idea found in both of these stories is that people can be —“</li> <li>• “An idea present in both articles is —“</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11H Analyze characters including their traits, feelings, relationships, and changes (1-3).	Analyzes Relationships <ul style="list-style-type: none"> <li>• Between/among other characters</li> <li>• With self</li> <li>• With nature/ environment</li> </ul>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12E Interpret and use graphs, charts, signs, captions, and other information texts to acquire and interpret information. (2-3)	<b>(See TAKS test items samples for 3<sup>rd</sup> grade <i>Smart Teaching materials</i>)</b>	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	3.17C Compose complete, elaborated sentences in written texts and use the appropriate end punctuation (3).	Including: Interjections.	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	3.17D Compose sentences with interesting, elaborated subjects (2-3).	Including: From “universe of grammar,” particularly sentence variety, adjectives, and adverbs	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	14
<b>Grade/Level</b>	3rd		<b>Weeks:</b>	14
<b>Overview</b>				
Characterization, Theme, Compound Words, and Plural Nouns				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12G Organize information in systematic ways including notes, charts, and labels (3).		<ul style="list-style-type: none"> <li>• Develops note-taking and test-taking strategies</li> <li>• Records his or her own knowledge of a topic in a variety of ways (e.g., by making lists, constructing graphic organizers)</li> </ul>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12I Use compiled information in systematic ways including notes, charts, and labels (3).		Including: <ul style="list-style-type: none"> <li>• Using multiple sources in preparing written and oral reports</li> <li>• Uses information from multiple sources to support his or her conclusions, including information obtained from the library or media center</li> </ul> Creates meaningful questions for investigation based on the information collected from multiple sources	
3.16 Writing/spelling. The student spells proficiently.	3.16E Write with more proficient spelling of contractions, compounds, and homonyms		(No clarification needed)	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	3.17B Use singular and plural forms of regular nouns and adjust verbs for agreement (3).		Including: Plural and regular nouns	
		On-Going Reading Process Skills		
3.7 Reading/variety of texts. The student reads widely for different purposes in varied sources.	3.7A Read classic and contemporary works (2-8).		Including a variety of culturally diverse narrative and expository text (e.g., newspapers, magazines, print ads, etc.)	
3.7 Reading/variety of texts. The student reads widely for different purposes in varied sources.	3.7B Read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3).		Including locating/recalling explicit information from the text (fact-based reading) and using electronic text	

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<b>Subject Area</b>	English Language Arts		<b>Bundle #:</b>	15
<b>Grade/Level</b>	3rd		<b>Weeks:</b>	15
<b>Overview</b>				
Synonyms and Antonyms, Irregular Verbs, Apostrophes, Singulars, Plurals, Question Marks, Vocabulary Development/Word Meaning				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
3.8 Reading/vocabulary development. The student develops an extensive vocabulary.	3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	Including: <ul style="list-style-type: none"> <li>• Identifies synonyms for words in context at the third grade level</li> <li>• Identifies antonyms for words in context at the third grade level</li> </ul> Chooses the appropriate meaning for a word with multiple meanings in the context of a sentence		
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9C Retell or act out the order of important events in stories (K-3).	<ul style="list-style-type: none"> <li>• <b>Recalls</b> literal details found explicitly in the text (sequence events that detail major events in history)</li> </ul> <p><b>TAKS Note:</b> <i>The vast majority of questions that give <u>a main idea in the question</u> and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because-.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</i></p>		
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	<i>Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</i>	Including: Irregular verbs, apostrophes, singulars and plurals, and quotation		

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	16
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	16
<b>Overview</b>			
Representing Text in Different Ways and Recognizing Author’s Organization			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	3.9I Represent text information in different ways including a story maps, graphs, and charts (2-3).	Including: <ul style="list-style-type: none"> <li>• Analyzing Characters and Events.</li> </ul>	
<b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b>	<b>3.11D Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story] or comparing story variants (2-8).</b>	Including answering questions to: <ul style="list-style-type: none"> <li>• Connect ideas</li> <li>• Compare and contrast characters</li> <li>• Compare ideas</li> <li>• Compare themes within a single text.</li> </ul> <p><b>Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject.</b></p> <p><b>Note: Bracketed TEKS are expectations for student learning but they are not assessed on TAKS.</b></p>	
3.16 Writing/spelling. The student spells proficiently.	3.16G Spell words ending in –tion and –sion such as station and procession (3).	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	17
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	17
<b>Overview</b>			
Features of News Print (titles, table of contents, captions, index, glossary, subtitles)			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11A Distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3).	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• features of text (such as titles, table of contents, captions, index, glossary, subtitles),</li> <li>• purpose of particular kinds of text (such as to inform, persuade, or entertain), and</li> <li>• the difference between fiction and non-fiction.</li> </ul> <p><b>Responding to questions such as:</b></p> <ul style="list-style-type: none"> <li>• Where would this article probably be found?</li> <li>• What is the title of this article?</li> <li>• Why did the author probably write this story?</li> <li>• The author probably wrote this article to —</li> </ul> <p>The reader can tell that this story — (Correct Answer: could really happen)</p>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	18
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	18
<b>Overview</b>			
Poetry			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b>	<b>3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• Features of text (e.g., title of this article) using newsletters, articles, signs, etc.</li> </ul>	
3.16 Writing/spelling. The student spells proficiently.	3.16B Spell multi-syllabic words using regularly spelled phonogram patterns (3).	(No clarification needed)	
3.10 Reading/literary response. The student responds to various texts.	3.10A Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Participates constructively in classroom discussions, dramatic activities, and oral reading experiences</li> <li>• Creates questions to assess his/her comprehension</li> <li>• Describe a character orally, drawing a map of the setting, drawing a picture that depicts the events in a story</li> </ul>	
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14D Write in different forms for different purposes such as <ul style="list-style-type: none"> <li>• lists to record,</li> <li>• letters to invite or thank, and</li> <li>• stories or poems to entertain (1-3).</li> </ul>	(No clarification needed)	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	19
<b>Grade/Level</b>	Third	<b>Weeks:</b>	19
<b>Overview</b>			
Connecting ideas and themes across texts and the musical elements of literary language			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.1 Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.	3.1F Identify the musical elements of literary language	(No clarification needed)	
<b>3.10 Reading/literary response. The student responds to various texts.</b>	<b>3.10D Connect ideas and themes across texts (1-3).</b>	<b><u>Make Connections Across Texts</u></b> <b>Connect sign/message to plot:</b> <ul style="list-style-type: none"> <li>• "Read the four protest signs below." And then "Which of these signs would most likely have been carried by a member of the Friends of the Everglades?"</li> </ul>	
3.16 Writing/spelling. The student spells proficiently.	3.16D Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to i (3).	Including: Consonant blends and digraphs (st, sh).	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	20
<b>Grade/Level</b>	Third	<b>Weeks:</b>	20
<b>Overview</b>			
Story Elements- plot and story resolution			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11J Recognize the story problem(s) or plot (1-3).	<p>Including:</p> <p style="text-align: center;"><b>PLOT</b></p> <p>Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative Hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax)</li> <li>• Climax (highest point of interest or the turning point)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p>including analyzing text in order to determine:</p> <ul style="list-style-type: none"> <li>• how the author builds suspense</li> <li>• the story problem?</li> <li>• when the story problem begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> <li>• how place and time influence the story meaning</li> </ul>	

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<p>3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.</p>	<p><i>3.17 Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</i></p>	<p>Including from the Universes of Grammar: Common and proper nouns, commas including greetings and closings in letters.</p>
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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	21
<b>Grade/Level</b>	Third	<b>Weeks:</b>	21
<b>Overview</b>			
<b>Story Elements</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11H Analyze characters including their traits, feelings, relationships, and changes (1-3).	Identifies Feelings/Emotions of Characters  Identifies Motivation of Characters (for decisions, actions, and changes) <ul style="list-style-type: none"> <li>• Intellectual Motivation</li> <li>• Emotional Motivation</li> <li>• Physical Motivation</li> </ul> Identifies Change <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Physical</li> <li>• Change From beginning to end of the story</li> </ul>	
<b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b>	<b>3.11I Identify the importance of the setting to a story's meaning (1-3).</b>	<b>Recognize Setting of a Text or Portion of a Text</b> <ul style="list-style-type: none"> <li>• <b>Time</b> <ul style="list-style-type: none"> <li>○ historical time/period</li> <li>○ calendar/clock time</li> </ul> </li> <li>• <b>Place</b> <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul> <b><u>Recognize the Purpose/Significance of Setting</u></b> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> </ul>	
3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.	3.11J Recognize the story problem(s) or plot (1-3).	Including:  PLOT  Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”	

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		<p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative Hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax)</li> <li>• Climax (highest point of interest or the turning point)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p>including analyzing text in order to determine:</p> <ul style="list-style-type: none"> <li>• how the author builds suspense</li> <li>• the story problem?</li> <li>• when the story problem begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> <li>• how place and time influence the story meaning</li> </ul>
<p><b>3.16 Writing/spelling. The student spells proficiently.</b></p>	<p><b>3.16E Write with more proficient spelling of contractions, compounds, and homonyms</b></p>	<p><b>Emphasis on contractions.</b></p>

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	22
<b>Grade/Level</b>	Third	<b>Weeks:</b>	22
<b>Overview</b>			
<b>Summary and Main Idea</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9C Retell or act out the order of important events in stories (K-3).</b></p>	<ul style="list-style-type: none"> <li>• <b>Recalls literal details found explicitly in the text (sequence events that detail major events in history)</b></li> </ul> <p><i><b>TAKS Note: The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because-.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</b></i></p>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9H Produce summaries of text selections (2-3).</b></p>	<p><b>Including writing and identifying best summary that includes all of the following:</b></p> <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, important, accurate details that support the main idea, and</li> <li>• details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul> <p><b>TAKS Note: Sometimes the test will give students one to three sentences of the summary and ask “Which sentence(s) best complete(s) the summary?”</b></p>	

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<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	23
<b>Grade/Level</b>	Third	<b>Weeks:</b>	23
<b>Overview</b>			
Summarizing and Main Idea			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9C Retell or act out the order of important events in stories (K-3).</b></p>	<ul style="list-style-type: none"> <li>• <b>Recalls literal details found explicitly in the text (sequence events that detail major events in history)</b></li> </ul> <p><i><b>TAKS Note:</b> The vast majority of questions that give <u>a main idea in the question</u> and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because-.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, “Why did this happen?”</i></p>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9H Produce summaries of text selections (2-3).</b></p>	<p><b>Including writing and identifying best summary that includes all of the following:</b></p> <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, important, accurate details that support the main idea, and</li> <li>• details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)</li> </ul> <p><b>TAKS Note:</b> Sometimes the test will give students one to three sentences of the summary and ask “Which sentence(s) best complete(s) the summary?”</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	24
<b>Grade/Level</b>	Third	<b>Weeks:</b>	24
<b>Overview</b>			
Making Inferences and Drawing Conclusions			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.]</b></li>   <li>• <b>Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</b> <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> </ul> <p><b>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell...” using probably/most likely.</b></p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	25
<b>Grade/Level</b>	Third	<b>Weeks:</b>	25
<b>Overview</b>			
Making Inferences, Drawing Conclusions, Capitalization, Punctuation			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.]</b></li> <li>• <b>Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</b> <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> </ul> <p><b>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell...” using probably/most likely.</b></p>	
<p>3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p>	<p>3.15B Use capitalization and punctuation</p>	<p>Including: Titles of books</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	26
<b>Grade/Level</b>	Third	<b>Weeks:</b>	26
<b>Overview</b>			
<b>Author's Purpose and Descriptive Writing</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b>	<b>3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Author's Purpose (e.g., "Why does Roberto most likely write this journal entry?").</b></li> </ul>	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	<i>3.17 Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</i>	Including from the Universes of Grammar: Common and proper nouns, commas including greetings and closings in letters.	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	27
<b>Grade/Level</b>	Third	<b>Weeks:</b>	27
<b>Overview</b>			
<b>Author's Purpose</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b>	<b>3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).</b>	<b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Author's Purpose (e.g., "Why does Roberto most likely write this journal entry?").</b></li> </ul>	
3.16 Writing/spelling. The student spells proficiently.	3.16C Write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3).	(No clarification needed)	
3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.	<i>3.17 Writing/Grammar/Usage. The student composes meaningful texts by applying knowledge of grammar and usage.</i>	Including from the Universes of Grammar: Common and proper nouns, commas including greetings and closings in letters.	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	28
<b>Grade/Level</b>	Third	<b>Weeks:</b>	28
<b>Overview</b>			
Compare and Contrast, Connect ideas and themes across texts			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.10 Reading/literary response. The student responds to various texts.	3.10D Connect ideas and themes across texts (1-3).	<u>Compare or Contrast Across Texts</u> Compare Ideas: <ul style="list-style-type: none"> <li>• "The newspaper article and Lisa’s report both tell about —"</li> <li>• "An idea present in both selections is —"</li> <li>• “One idea found in both of these stories is that people can be —“</li> </ul> “An idea present in both articles is —“	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12A Identify relevant questions for inquiry (K-3).	Including: <ul style="list-style-type: none"> <li>• Asks and answers relevant questions for personal clarification, to show relationship, and for extension of ideas in group discussions to conduct formal and informal research</li> <li>• Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> <li>• Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information (e.g., KWL chart)</li> </ul>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12D Use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3).	Including <ul style="list-style-type: none"> <li>• Uses print and informal interviews to gather information in response to self-, peer-, and teacher generated questions.</li> </ul> Uses encyclopedias, technology, and experts to locate information	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12F Locate and use important areas of the library media center (2-3).	Including: <ul style="list-style-type: none"> <li>• Check-out desk</li> <li>• Location of reference books/information books</li> <li>• Location of fiction</li> <li>• Location of Internet access and resources</li> <li>• Uses multiple sources in preparing written and oral reports</li> <li>• Uses information from multiple sources to support his or her conclusions, including information obtained from the library or media center</li> </ul>	

## Wylie ISD Curriculum

Subject Area	English Language Arts		Bundle #:	29
Grade/Level	Third		Weeks:	29
Overview				
Identify relevant questions for inquiry				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification		
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12J Draw conclusions from information gathered (K-3).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</li> <li>• Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:             <ul style="list-style-type: none"> <li>○ a statement about an individual person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> </ul> </li> </ul> <p>a statement/conclusion about why something happened = cause/effect</p>		
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14B Write to discover, develop, and refine ideas (1-3).	(No clarification needed)		
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14C Write to communicate with a variety of audiences (1-3).	(No clarification needed)		
3.16 Writing/spelling. The student spells proficiently.	3.16D Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e and changing y to i (3).	<ul style="list-style-type: none"> <li>• Identifies the silent h after g and silent w after s in words (e.g., ghost, answer) and the silent h at the beginning of words (e.g., honor)</li> </ul> <p>Write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i</p>		

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	30
<b>Grade/Level</b>	Third	<b>Weeks:</b>	30
<b>Overview</b>			
Drawing Conclusions from information gathered			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	3.20A Write or dictate questions for investigating (2-3).	Including: Dictates and writes relevant questions on a topic he/she would like to investigate/research and on topics introduced in oral reading selections	
3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	3.20B Record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).	(No clarification needed)	
3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	3.20C Take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3).	(No clarification needed)	
3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research.	3.20D Compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	(No clarification needed)	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	31
<b>Grade/Level</b>	Third	<b>Weeks:</b>	31
<b>Overview</b>			
Respond to text through visual aids			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.3 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	3.3B Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3).	On-going process skill, including: <ul style="list-style-type: none"> <li>• Gives increasingly complex oral directions</li> <li>• Demonstrates poise (e.g., stands still, uses good posture, looks directly at members of the audience) when speaking to peers or adults (e.g., when making announcements, giving directions, making introductions)</li> <li>• Uses appropriate facial expressions or gestures when speaking</li> </ul>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12A Identify relevant questions for inquiry (K-3).	Including: <ul style="list-style-type: none"> <li>• Asks and answers relevant questions for personal clarification, to show relationship, and for extension of ideas in group discussions to conduct formal and informal research</li> <li>• Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> <li>• Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information (e.g., KWL chart)</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	32
<b>Grade/Level</b>	Third	<b>Weeks:</b>	32
<b>Overview</b>			
Responding to text through visual aids			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.3 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.	3.3B Use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3).	On-going process skill, including: <ul style="list-style-type: none"> <li>• Gives increasingly complex oral directions</li> <li>• Demonstrates poise (e.g., stands still, uses good posture, looks directly at members of the audience) when speaking to peers or adults (e.g., when making announcements, giving directions, making introductions)</li> <li>• Uses appropriate facial expressions or gestures when speaking</li> </ul>	
3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources.	3.12A Identify relevant questions for inquiry (K-3).	Including: <ul style="list-style-type: none"> <li>• Asks and answers relevant questions for personal clarification, to show relationship, and for extension of ideas in group discussions to conduct formal and informal research</li> <li>• Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> <li>• Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information (e.g., KWL chart)</li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	33
<b>Grade/Level</b>	Third	<b>Weeks:</b>	33
<b>Overview</b>			
Cause and Effect			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9I Represent text information in different ways including story maps, graphs, and charts (2-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Identifying the Main Idea,</li> <li>• Sequencing of Events.</li> </ul> <p><b>And using:</b></p> <ul style="list-style-type: none"> <li>• Diagram/Chart--Sequence of Events</li> <li>• Diagram/Chart: Main Idea (missing main idea or missing supporting detail)</li> <li>• Diagram/Chart: Cause/Effect Relationships</li> </ul> <p><b>NOTE: See sample TAKS test items from <i>Smart Teaching</i> materials.</b></p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	34
<b>Grade/Level</b>	Third	<b>Weeks:</b>	34
<b>Overview</b>			
Making Inferences and Drawing Conclusions; Author’s Purpose			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></p>	<p><b>3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer: take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; “reading between the lines.” [The writer implies; the reader infers.]</b></li>   <li>• <b>Draw and Support Conclusions With and Without Text Evidence: A statement about an <u>individual</u> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.:</b> <ul style="list-style-type: none"> <li>○ a statement about an <u>individual</u> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> </ul> <p><b>TAKS Note: Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning. Many of the questions ask if “the reader can tell…” using probably/most likely.</b></p>	
<p><b>3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts.</b></p>	<p><b>3.11C Recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3).</b></p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”).</b></li> </ul>	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	35
<b>Grade/Level</b>	Third	<b>Weeks:</b>	35
<b>Overview</b>			
Drawing on Personal Interest			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.6 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	3.6D Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).	Adjusts his or her method and rate of reading to the purpose of the assignment or material (e.g., reading a fiction selection quickly and paying attention to the plot details, reading a non-fiction article more slowly and noting critical concepts)	

## Wylie ISD Curriculum

<b>Subject Area</b>	English Language Arts	<b>Bundle #:</b>	36
<b>Grade/Level</b>	Third	<b>Weeks:</b>	36
<b>Overview</b>			
<b>Write to Entertain</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.	3.14C Write to communicate with a variety of audiences (1-3).	(No clarification needed)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18D Edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3).	(No clarification needed)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18E Use available technology for aspects of writing including word processing, spell checking, and printing (2-3).	(see writing purposes/text structures/forms)	
3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.	3.18F Demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).	(No clarification needed)	