

Standard	Bookroom Collections K-5	Guided Reading Level Sets K-5	Passages to Comprehension 2-5	Power Pairs 1-4	Science of Reading Sets K-3	Writing Central 3-5
TX.110.5. -- English Language Arts and Reading, Grade 3, Adopted 2017 (revised August 2022)						
3.1. -- 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:						
3.1.A. -- Listen actively, ask relevant questions to clarify information, and make pertinent comments.	✓	✓	✓	✓	✓	✓
3.1.B. -- Follow, restate, and give oral instructions that involve a series of related sequences of action.	✓	✓	✓	✓	✓	✓
3.1.C. -- Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	✓	✓	✓	✓	✓	✓
3.1.D. -- Work collaboratively with others by following agreed-upon rules, norms, and protocols.	✓	✓	✓	✓	✓	✓
3.1.E. -- Develop social communication such as conversing politely in all situations.	✓	✓	✓	✓	✓	✓
3.2. -- 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:						
3.2.A. -- Demonstrate and apply phonetic knowledge by:						
3.2.A.i. -- Decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.						
3.2.A.ii. -- Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓		✓	✓	
3.2.A.iii. -- Decoding compound words, contractions, and abbreviations.	✓	✓		✓	✓	
3.2.A.iv. -- Decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.						
3.2.A.v. -- Decoding words using knowledge of prefixes.	✓	✓		✓	✓	
3.2.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.	✓	✓		✓	✓	

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3.2.A.vii. -- Identifying and reading high-frequency words from a research-based list.						
3.2.B. -- Demonstrate and apply spelling knowledge by:						
3.2.B.i. -- Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	✓	✓			✓	
3.2.B.ii. -- Spelling homophones.						
3.2.B.iii. -- Spelling compound words, contractions, and abbreviations.	✓	✓			✓	
3.2.B.iv. -- Spelling multisyllabic words with multiple sound-spelling patterns.	✓	✓			✓	
3.2.B.v. -- Spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.						
3.2.B.vi. -- Spelling words using knowledge of prefixes.	✓	✓			✓	
3.2.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.	✓	✓			✓	
3.2.C. -- Alphabetize a series of words to the third letter.						
3.2.D. -- Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.						
3.3. -- 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:						
3.3.A. -- Use print or digital resources to determine meaning, syllabication, and pronunciation.	✓	✓	✓		✓	
3.3.B. -- Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	✓	✓	✓	✓	✓	
3.3.C. -- Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	✓	✓	✓	✓	✓	
3.3.D. -- Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	✓	✓	✓		✓	
3.4. -- 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.						

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	✓	✓		✓	✓	✓
3.6. -- 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:						
	✓	✓		✓	✓	✓
3.6.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information.						
3.6.A. -- Establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓	✓
3.6.B. -- Generate questions about text before, during, and after reading to deepen understanding and gain information.	✓	✓	✓	✓	✓	✓
3.6.C. -- Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	✓	✓			✓	
3.6.D. -- Create mental images to deepen understanding.						
3.6.E. -- Make connections to personal experiences, ideas in other texts, and society.	✓	✓			✓	✓
3.6.F. -- Make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓	✓
3.6.G. -- Evaluate details read to determine key ideas.	✓	✓	✓	✓	✓	✓
3.7. -- 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:						
3.6.I. -- Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.						
3.7.B. -- Write a response to a literary or informational text that demonstrates an understanding of a text.						
3.7.A. -- Describe personal connections to a variety of sources, including self-selected texts.	✓	✓	✓	✓	✓	✓
3.7.B. -- Write a response to a literary or informational text that demonstrates an understanding of a text.	✓	✓	✓	✓	✓	✓
3.7.C. -- Use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓

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3.7.D. -- Retell and paraphrase texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓	✓
3.7.E. -- Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	✓	✓	✓	✓	✓	✓
3.8. -- 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:						
3.7.G. -- Discuss specific ideas in the text that are important to the meaning.	✓	✓	✓	✓	✓	✓
3.8.B. -- Explain the relationships among the major and minor characters.						
3.8.A. -- Infer the theme of a work, distinguishing theme from topic.			✓			
3.8.B. -- Explain the relationships among the major and minor characters.	✓	✓	✓		✓	✓
3.9. -- 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:						
3.8.D. -- Explain the influence of the setting on the plot.	✓	✓	✓	✓	✓	✓
3.9.B. -- Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.						
3.9.A. -- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.	✓	✓	✓	✓	✓	✓
3.9.D. -- Recognize characteristics and structures of informational text, including:						
3.9.C. -- Discuss elements of drama such as characters, dialogue, setting, and acts.						
3.9.D.ii. -- Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.						
3.9.D.i. -- The central idea with supporting evidence.	✓	✓	✓	✓	✓	✓
3.9.E. -- Recognize characteristics and structures of argumentative text by:						
3.9.D.iii. -- Organizational patterns such as cause and effect and problem and solution.	✓	✓	✓	✓	✓	✓
3.9.E.ii. -- Distinguishing facts from opinion.						
3.9.E.i. -- Identifying the claim.	✓	✓	✓		✓	✓
3.9.E.ii. -- Distinguishing facts from opinion.	✓	✓	✓		✓	✓

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3.10. -- 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:						
3.9.F. -- Recognize characteristics of multimodal and digital texts.						✓
3.10.B. -- Explain how the use of text structure contributes to the author's purpose.						
3.10.A. -- Explain the author's purpose and message within a text.	✓	✓	✓		✓	✓
3.10.B. -- Explain how the use of text structure contributes to the author's purpose.	✓	✓	✓		✓	✓
3.10.C. -- Explain the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓		✓	✓
3.10.D. -- Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	✓	✓	✓		✓	✓
3.10.E. -- Identify the use of literary devices, including first- or third-person point of view.	✓	✓	✓		✓	✓
3.11. -- 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:						
3.10.G. -- Identify and explain the use of hyperbole.						
3.11.B. -- Develop drafts into a focused, structured, and coherent piece of writing by:						
3.11.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.	✓	✓			✓	✓
3.11.B.ii. -- Developing an engaging idea with relevant details.						
3.11.B.i. -- Organizing with purposeful structure, including an introduction and a conclusion.	✓	✓			✓	✓
3.11.D. -- Edit drafts using standard English conventions, including:						
3.11.C. -- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.						✓
3.11.D.ii. -- Past, present, and future verb tense.						
3.11.D.i. -- Complete simple and compound sentences with subject-verb agreement.						✓

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3.11.D.ii. -- Past, present, and future verb tense.						✓
3.11.D.iii. -- Singular, plural, common, and proper nouns.						✓
3.11.D.iv. -- Adjectives, including their comparative and superlative forms.						✓
3.11.D.v. -- Adverbs that convey time and adverbs that convey manner.						✓
3.11.D.vi. -- Prepositions and prepositional phrases.						✓
3.11.D.vii. -- Pronouns, including subjective, objective, and possessive cases.						✓
3.11.D.viii. -- Coordinating conjunctions to form compound subjects, predicates, and sentences.						✓
3.11.D.ix. -- Capitalization of official titles of people, holidays, and geographical names and places.						✓
3.11.D.x. -- Punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.						✓
3.12. -- 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:						
3.11.E. -- Publish written work for appropriate audiences.	✓	✓			✓	✓
3.12.B. -- Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.						
3.12.A. -- Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	✓	✓		✓	✓	✓
3.12.B. -- Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	✓	✓		✓	✓	✓
3.13. -- 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:						
3.12.D. -- Compose correspondence such as thank you notes or letters.						✓
3.13.B. -- Develop and follow a research plan with adult assistance.						
3.13.A. -- Generate questions on a topic for formal and informal inquiry.	✓	✓			✓	✓
3.13.B. -- Develop and follow a research plan with adult assistance.						✓
3.13.C. -- Identify and gather relevant information from a variety of sources.						✓
3.13.D. -- Identify primary and secondary sources.						

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3.13.E. -- Demonstrate understanding of information gathered.						✓
3.13.F. -- Recognize the difference between paraphrasing and plagiarism when using source materials.						✓
3.13.G. -- Create a works cited page.						
3.13.H. -- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	✓	✓			✓	✓