

85823 Literacy Foundations: Phonics & Fluency

Objective	CCSS	TEKS	Page	Activity Title
Discriminate between words with prefixes and suffixes,	3.RF.3.a	110.14.b.1.A.iv	1	Which Makes Sense?
Use prefixes <i>un-</i> , <i>re-</i> , and <i>dis-</i> to make new words that fit a	3.RF.3.a	110.14.b.1.A.iv	2–3	It's All in the Beginning!
Use suffixes <i>-er</i> , <i>-or</i> , <i>-ful</i> , <i>-less</i> , and <i>-able</i> to make new words that fit a context.	3.RF.3.b	110.14.b.1.A.iv	4–5	It's All in the Ending!
Decode multisyllabic words.	3.RF.3.c	110.14.b.1.A	6–7	Reading Longer Words
Decode multisyllabic words.	3.RF.3.c	110.14.b.1.A	8	Two Syllable Words
Identify prefixes and suffixes, using knowledge of word	3.RF.3.a	110.14.b.1.A.iv	9	Prefix or Suffix?
Identify the correct spelling of commonly misspelled words; practice advanced spelling patterns and rules.	3.RF.3.d	N/A	10	Puzzling Words
Discriminate between words with <i>r</i> -controlled vowels, <i>ir</i> , <i>ur</i> , and <i>er</i> .	3.RF.3	110.14.b.1.B.iv	11	<i>Ir</i> , <i>Ur</i> , or <i>Er</i> ?
Discriminate between words with <i>r</i> -controlled vowels, <i>ar</i> and <i>or</i> , using graphophonic cues and context.	3.RF.3	110.14.b.1.B.iv	12–13	<i>Ar</i> or <i>Or</i> ?
Recognize the correct spelling of words with spelling patterns <i>ei</i> or <i>ie</i> .	3.RF.3	110.14.b.1.B.v	14–15	Are You Confused?
Discriminate between spelling patterns of long vowel sounds, using context clues and knowledge of spelling	3.RF.3	110.14.b.1.B.v	16	Which One Belongs?
Discriminate between contractions with pronouns and forms of the verb <i>be</i> : <i>is</i> , <i>are</i> ; <i>was</i> , <i>were</i> ; <i>have</i> , <i>has</i> , <i>had</i> .	3.RF.3	110.14.b.1.D	17	Other Contractions
Discriminate between contractions with <i>not</i> , using context.	3.RF.3	110.14.b.1.D	18–19	<i>Not</i> Contractions
Identify the correct spelling of plural nouns ending in <i>y</i> , <i>f</i> ,	3.RF.3c.	110.14.b.1.A.ii	20–21	It's Time to Change!
Identify the correct spelling of verbs with inflected endings <i>-ed</i> and <i>-ing</i> ; practice advanced spelling patterns and rules.	3.RF.3c.	110.14.b.1.A.ii	22	Camping Out
Identify the correct spelling of plural nouns ending in <i>y</i> ;	3.RF.3c.	110.14.b.1.A.iii	23	Y Change?
Predict outcomes by making inferences from context; practice a comprehension strategy.	3.RF.4a.	110.14.b.2.A	24–25	And Then...
Examine paragraphs for important details; identify titles that summarize the main ideas of paragraphs, using	3.RF.4a.	110.14.b.2.A	26–27	Knowing a Book by Its Cover
Locate and identify topic sentences in paragraphs; practice writing process strategies.	3.RF.4a.	110.14.b.2.A	28–29	Topic Sentences
Classify statements as fact or fantasy, using prior knowledge; recognize genre.	3.RF.4a.	110.14.b.2.B	30–31	It's a Fact... Or Is It?
Identify the correct spelling of commonly misspelled words; practice advanced spelling patterns and rules.	3.RF.3.d	N/A	32	More Puzzling Words

85824 Language: Conventions

Objective	CCSS	TEKS	Page	Activity Title
Identify the main noun in the subject part of the sentence.	3.L.1.a	110.14.b.22 (A)	1	Important Words
Discriminate between common and proper nouns.	3.L.1.a	110.14.b.22 (A)	2–3	Common Nouns and Proper Nouns
Use pronouns to replace nouns and noun phrases.	3.L.1.a	N/A	4	What Is a Pronoun?
Identify the rules for adding the inflected endings <i>-s</i> and <i>-es</i>	3.L.1.b	110.14.b.22 (A)	5	Make One into Many
Identify the correct spelling of irregular plural nouns.	3.L.1.b	110.14.b.22 (A)	6	Add It Up!
Identify the correct spelling of regular and irregular plural	3.L.1.b	110.14.b.22 (A)	7	Just One More, Please!
Identify action words as verbs in sentences.	3.L.1.a	110.14.b.22 (A)	8	Action Words
Discriminate between related action words (verbs), using context; build vocabulary.	3.L.1.d	110.14.b.22 (A) (i)	9	Picture the Action!
Identify the correct spelling of verbs with inflected endings <i>-</i>	3.L.1.d	110.14.b.1.A	10	Seeing Double?
Identify the correct spelling of past tense verbs, using	3.L.1.e	110.14.b.22 (A)	11	Knock It Off!
Ensure subject-verb and pronoun-antecedent agreement.	3.L.1.f	N/A	12–13	Let's All Agree to Agree
Identify verb forms that agree with nouns and show present	3.L.1.f	110.14.b.22 (C)	14	Looking at Verbs Again

Objective	CCSS	TEKS	Page	Activity Title
Identify adjectives as words that describe nouns and noun phrases, using context.	3.L.1.a	110.14.b.22 (A) (iii)	15	What Is an Adjective?
Identify important words in book titles and recognize	3.L.2.a	N/A	16	Titles of Books
Identify adverbs that modify verbs by telling <i>how</i> , using	3.L.1.a	110.14.b.22 (A)	17	Adverbs Can Modify the Action
Discriminate between the use of <i>more</i> and <i>most</i> when forming comparative and superlative adjectives, using	3.L.1.g	N/A	18–19	Comparing with <i>More</i> and <i>Most</i>
Discriminate between comparative and superlative forms of adjectives with regular endings, using context.	3.L.1.g	N/A	20–21	Big, Bigger, Biggest!
Use coordinating and subordinating conjunctions.	3.L.1.h	N/A	22–23	Words That Join Thoughts and Ideas
Use coordinating and subordinating conjunctions.	3.L.1.h	N/A	24–25	Subordinating Conjunction Practice
Discriminate between correct and incorrect placement of commas in a series, using context.	N/A	110.14.b.23 (C) (ii)	26–27	Commas in a Series
Use commas and quotation marks in dialogue.	3.L.2.c	N/A	28–29	He Said, She Said!
Use commas in addresses.	3.L.2.b	N/A	30	Commas in Addresses
Discriminate between correct and incorrect spellings of plural possessive nouns that can be used to show	3.L.2.d	N/A	31	More Than One Owner
Identify the missing letters in words, using context clues and knowledge of spelling rules.	3.L.2.f	110.14.b.24 (A)	32	Pick and Choose

85825 Language: Vocabulary

Objective	CCSS	TEKS	Page	Activity Title
Use words in context.	3.L.4a.	110.14.b.4.B	1	Which Word Is Right?
Use sentence-level context as a clue to the meaning of a	3.L.4a.	110.14.b.4.B	2–3	Using Context as a Clue
Determine the meaning of a new word when an affix is added to a known word.	3.L.4b.	110.14.b.4.	4–5	Words with Affixes
Recognize the purpose of guide words; locate words in a dictionary, using guide words.	3.L.4d.	110.14.b.4.	6–7	Top Guide Words
Recognize the purpose of a dictionary; determine the meanings of unknown words, using dictionary definitions	3.L.4d.	110.14.b.4.	8–9	Dictionary Word Hunt
Recognize the purpose of a glossary; identify word meanings using a glossary; practice research and study	3.L.4d.	110.14.b.4.	10–11	A Glossary
Identify antonyms for words, using context.	N/A	110.14.b.4.	12	Just the Opposite!
Identify synonyms for words, using context.	N/A	110.14.b.4.	13	Almost the Same!
Identify definitions for homographs, using context clues;	N/A	110.14.b.4.	14	Same Word, Different Meaning
Discriminate between homophones, using definitions.	N/A	110.14.b.4.	15	Same Sound, Different Meaning
Distinguish between literal and nonliteral meanings of	3.L.5a.	110.14.b.4.B	16–17	What Is the Meaning of This?
Identify real-life connections between words and their use.	3.L.5b.	N/A	18–19	Words in Real Life
Distinguish shades of meaning among related words.	3.L.5c.	N/A	20–21	Shades of Meaning
Use words to show spatial and temporal relationships.	3.L.6	110.14.b.4.	22–23	When and Where?
Use context clues to find the meaning of unknown words and academic vocabulary in informational text (description,	3.RI.4	110.14.b.4.	24–25	Beavers Are Builders
Use context clues and prefixes to find the meaning of unknown words and academic vocabulary in informational	3.RI.4	110.14.b.4.	26–27	The Sweet Life of Bees
Use context clues to find the meaning of unknown words and academic vocabulary in informational text (description,	3.RI.4	110.14.b.4.	28–29	The Laws of Motion
Use context clues to find the meaning of unknown words and academic vocabulary in informational text (description,	3.RI.4	110.14.b.4.	30–31	Earth's Systems and Root Words

<i>Objective</i>	<i>CCSS</i>	<i>TEKS</i>	<i>Page</i>	<i>Activity Title</i>
Use a known root word as a clue to the meaning of an unknown word with the same root.	3.L.4c	N/A	32	Root Words

85826 Literature: Comprehension Skills

<i>Objective</i>	<i>CCSS</i>	<i>TEKS</i>	<i>Page</i>	<i>Activity Title</i>
Distinguish literal language from nonliteral language.	3.RL.4	110.14.b.4B	1	Literal and Nonliteral Language
Use Visually Representing Text (Story Map), Generating Questions, and Answering Questions as comprehension strategies.	3.RL.1	110.14.b.4B	2–3	Map It Out
Refer explicitly to the text for answers.	3.RL.1	110.14.b	4–5	Finding Details in a Story
Refer explicitly to the text for answers.	3.RL.1	110.14.b	6–7	Finding Details
Use Retelling and Synthesizing as comprehension strategies.	3.RL.1	110.14.b	8–9	Say It a New Way
Determine the lesson of a story.	3.RL.2	110.14.b.5	10–11	Finding the Lesson
Understand and describe characters’ interactions and the changes they undergo in a story.	3.RL.3	110.14.b.8	12–13	Different Characters, Different Actions
Understand how characters’ traits and actions contribute to a story.	3.RL.3	110.14.b.8	14–15	Characters Make a Juicy Story
Use technical words in context.	3.RL.4	110.14.b.4B	16–17	Mix and Match
Understand a story by looking at its structure.	3.RL.5	110.14.b.8	18–19	How Chapters Build a Story
Understand the structure and plot of a play.	3.RL.5	110.14.b.7	20–21	Scenes in a Play
Understand the structure and elements of a poem.	3.RL.5	110.14.b.6	22–23	Party Poem
Distinguish the reader’s point of view from that of the narrator or those of the characters.	3.RL.6	N/A	24–25	Monkey’s Point of View
Distinguish facts known by the reader from facts known by	3.RL.6	N/A	26–27	Sudesh’s Point of View
Explain how pictures can help to tell a story.	3.RL.7	110.14.b.16	28–29	Stories in Words and Pictures
Explain how illustrations help to tell a story.	3.RL.7	110.14.b.16	30–31	The New Puppy
Determine the meaning of nonliteral language in a text.	3.RL.4	110.14.b.4B	32	Literal and Nonliteral Words

85827 Science Informational Text: Comprehension Skills

<i>Objective</i>	<i>CCSS</i>	<i>TEKS</i>	<i>Page</i>	<i>Activity Title</i>
Distinguish between stated and unstated details in an expository passage.	3.RI.1	110.14.b.2B	1	The Water Cycle
Identify key ideas and key details in informational text (description, comparison).	3.RI.1	110.14.b.2B	2–3	Frog Details
Identify key ideas and key details in informational text (description, sequence); organize key ideas and key details into an outline.	3.RI.1	110.14.b.2B	4–5	Details about Lise Meitner
Identify key ideas and key details in informational text (description, comparison).	3.RI.1	110.14.b.2B	6–7	Flying Dinosaurs?
Identify key ideas and key details in informational text (description, comparison); summarize to identify key ideas.	3.RI.2	110.14.b.2B	8–9	What’s Important?
Identify key ideas and key details in informational text (description, comparison); organize key ideas and key details into an outline.	3.RI.2	110.14.b.2B	10–11	Elephants Outline
Identify key details in informational text (description, comparison); use key details to identify the key idea.	3.RI.2	110.14.b.2B	12–13	About Caves
Identify key ideas and key details in informational text (description, comparison).	3.RI.3	110.14.b.15A	14–15	Our Solar System

Objective	CCSS	TEKS	Page	Activity Title
Use text structures (description, sequence) and features (diagram, labels, lead lines) to locate and comprehend information presented visually in informational text.	3.RI.3	110.14.b.15A	16–17	Seeds, Roots, and Shoots
Use context clues, prefixes, and suffixes to find the meaning of academic vocabulary and domain-specific vocabulary in informational text (description, comparison).	3.RI.4	110.14.b.4	18–19	Understanding Microbes
Use context clues and prefixes to find the meaning of academic and domain-specific vocabulary in informational	3.RI.4	110.14.b.4	20–21	The Reason for Seasons
Use context clues to find the meaning of unknown words and academic vocabulary in informational text (description, sequence).	3.RI.4	110.14.b.15B	22–23	Artifacts in the Lab
Use text structures (description, comparison) and features (bold print) to locate and comprehend information in	3.RI.5	N/A	24–25	Food from Around the World
Use text structures (description) and features (diagram, labels, key) to locate and comprehend information in informational text.	3.RI.7	110.14.b.15B	26–27	Reading a Diagram
Use text structures (description, comparison) and features (chart, bold print, illustrated key) to locate and comprehend information presented visually in informational text.	3.RI.7	110.14.b.15B	28–29	Classifying by Characteristics
Use text structures (description, comparison) and features (chart, bold print, photography) to locate and comprehend information presented visually and in informational text.	3.RI.7	110.14.b.15B	30–31	Weather Clues in the Clouds
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a	3.RI.5	N/A	32	Use Text Features

85828 Social Studies Informational Text: Comprehension

Objective	CCSS	TEKS	Page	Activity Title
Ask and answer questions to demonstrate understanding of a text.	3.RI.1	110.14.b.2B	1	The Statue of Liberty
Identify details in informational text (description); research more information about a topic.	3.RI.1	110.14.b.2B	2–3	Adventurers and Journeys
Identify key ideas and key details in informational text (description, comparison); use key details to determine the key idea.	3.RI.1	110.14.b.2B	4–5	Presidents and Pets
Identify key ideas and key details in informational text (description, comparison); identify the key idea of a book.	3.RI.2	110.14.b.2B	6–7	The Key Idea of a Book
Distinguish between relevant and irrelevant information; practice a comprehension strategy.	3.RI.2	110.14.b.2B	8–9	Does It Matter?
Identify key ideas and key details in informational text (description, comparison); distinguish between important and unimportant details.	3.RI.1	110.14.b.2B	10–11	Don't Swim Here
Use key details to identify the key idea of a paragraph of informational text (description).	3.RI.2	110.14.b.2B	12–13	What's the Key Idea?
Arrange a list of directions in a logical sequential order, using transition and other word clues.	3.RI.3	110.14.b.15A	14–15	Ordering Directions
Use text structures (description, comparison) and features (pie chart, color-coded key, table) to locate and comprehend information presented visually in informational text.	3.RI.5	110.14.b.15B	16–17	Pie Chart and Table

Objective	CCSS	TEKS	Page	Activity Title
Use Using Text Structures/Features (Table of Contents) and Inferring as comprehension strategies.	3.RI.5	110.14.b.15B	18–19	Table Talk
Use text structures (description, comparison) and features (Venn diagram, illustrations) to locate and comprehend information presented visually in informational text.	3.RI.5	110.14.b.15B	20–21	Comparing Chicago and the Arctic
Use text structures (description, comparison) and features (chart) to locate and comprehend information in informational text.	3.RI.5	110.14.b.15B	22–23	Reading a Work Schedule
Use text structures (description, comparison) and features (bold print, subheadings, photography) to locate and comprehend information in informational text.	3.RI.7	110.14.b.15B	24–25	Sunny Descriptions
Use text structures (description) and features (map, map key, compass rose, labels) to locate and comprehend information presented visually in informational text.	3.RI.7	110.14.b.15B	26–27	Mapping the Neighborhood
Use text structures (description, sequence) and features (timeline, callout boxes) to locate and comprehend information presented visually in informational text.	3.RI.7	110.14.b.15.B	28–29	Cathy Freeman Timeline
Use text structures (description, comparison) and features (table, photography) to locate and comprehend information	3.RI.7	110.14.b.15.B	30–31	Using a Table
Note details using descriptions and picture clues.	3.RI.7	110.14.b.15B	32	Flag Fun