

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19	Fig.19(D) make inferences about text and use textual evidence to support understanding Fig.19(E) summarize information in text, maintaining meaning and logical order
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TEKS	Genre	Literary Texts Knowledge and Skills Statement
3.8	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
3.6	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
3.9	Literary Nonfiction	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
3.16	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
3.7	Drama*	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
3.13	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
3.15	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
3.16	Media Literacy (embedded)	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
3.14	Persuasive*	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

* not assessed on Grade 3 STAAR

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	6	Across Genres	3.4(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots 3.4(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs	3.4(C) identify and use antonyms, synonyms, homographs, and homophones	Fig.19(F) taught but not assessed on grade 3 STAAR

Figure 19 Fig.19(D) make inferences about text and use textual evidence to support understanding
 Fig.19(E) summarize information in text, maintaining meaning and logical order

Rptg Cat	STAAR	Genre	Readiness Standards Specific to Genre	Supporting Standards Specific to Genre	Figure 19	
2 Understanding and Analysis of Literary Texts	18	Fiction	3.8(A) sequence and summarize the plot's main events and explain their influence on future events 3.8(B) describe the interaction of characters including their relationships and the changes they undergo		3.8 Fig.19(D) 3.8 Fig.19(E)	
		Poetry		3.6(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)	3.6 Fig.19(D) 3.6 Fig.19(E)	
		Literary Nonfiction		3.9(A) explain the difference in point of view between a biography and autobiography.	3.9 Fig.19(D) 3.9 Fig.19(E)	
		Standards Assessed Across/Embedded Literary Genres				
					3.2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text 3.5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories 3.10(A) identify language that creates a graphic visual experience and appeals to the senses 3.16(A) understand how communication changes when moving from one genre of media to another	3.5 Fig.19(D) 3.10 Fig.19(D) 3.16 Fig.19(D)
3 Understanding and Analysis of Informational Texts	16	Expository	3.13(A) identify the details or facts that support the main idea 3.13(B) draw conclusions from the facts presented in text and support those assertions with textual evidence 3.13(C) identify explicit cause and effect relationships among ideas in texts 3.13(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text		3.13 Fig.19(D) 3.13 Fig.19(E) 3.12 Fig.19(D)*	
		Standards Assessed Across/Embedded informational Genres				
					3.15(B) locate and use specific information in graphic features of text 3.16(A) understand how communication changes when moving from one genre of media to another	3.16 Fig19(D)
STAAR	44		26-31 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)	13-18 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)		

3.12 analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding [3.12(A) is ineligible for assessment – so when 3.12 is assessed it will be linked to Fig.19(D) for expository texts]