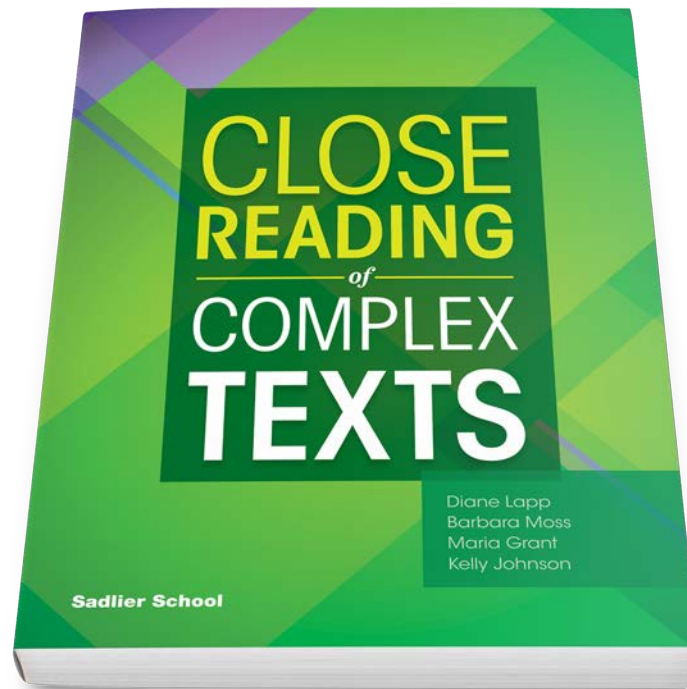


Close Reading of Complex Texts

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 3



§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—beginning reading and writing.	
(3) Developing and sustaining foundational language skills—vocabulary.	3
(4) Developing and sustaining foundational language skills—fluency.	4
(5) Developing and sustaining foundational language skills—self-sustained reading.	5
(6) Comprehension skills.	5
(7) Response skills.	10
(8) Multiple genres—literary elements.	14
(9) Multiple genres—genres.	17
(10) Author’s purpose and craft.	20
(11) Composition—writing process.	24
(12) Composition—genres.	26
(13) Inquiry and research.	27

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
<p>(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:</p>	
<p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Classroom Management: Discussions, TE pp. 22–23 • Important or Surprising Information (listening and speaking skills), TE pp. 32–33 • Productive Conversation: Adding On, TE pp. 40–41 • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 102–103 • Academic Language: Conversation, TE pp. 124–125 • Productive Conversation: Clear Up Confusions, TE pp. 136–137 • Productive Conversation: Examples, TE pp. 132–133 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 26–27 • Small Groups (listening and speaking skills), TE pp. 74–75 • Productive Conversation: Reasoning, TE pp. 100–101 • Purposeful Partner Talk (listening and speaking skills), TE pp. 118–119 • Productive Conversation: Revoicing Students' Responses, TE pp. 122–123
<p>(B) follow, restate, and give oral instructions that involve a series of related sequences of action;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT Visual Text</p> <ul style="list-style-type: none"> • Visual Learners (written instructions vs. verbal instructions), TE pp. 32–33
<p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Important or Surprising Information (listening and speaking skills), TE pp. 32–33 • Small Groups (listening and speaking skills), TE pp. 74–75 • Purposeful Partner Talk (listening and speaking skills), TE pp. 118–119
<p>(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and</p>	<p>TEACHER'S EDITION Partner Talk</p> <ul style="list-style-type: none"> • TE pp. 19, 20, 21, 24, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Classroom Management: Discussions, TE pp. 22–23 Productive Conversation: Providing Appropriate Wait Time, TE pp. 26–27 Productive Conversation: Adding On, TE pp. 40–41 Collaboration: Partner Discussion, TE pp. 54–55 Classroom Management: Partner Work, TE pp. 58–59 Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 70–71 Collaboration: Small Groups, TE pp. 74–75 Productive Conversation: Reasoning, TE pp. 100–101 Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 102–103 Think-Aloud Modeling: Conversation, TE pp. 106–107 Collaboration: Whole Class, TE pp. 112–113 Collaboration: Purposeful Partner Talk, TE pp. 118–119 Productive Conversation: Revoicing Students' Responses, TE pp. 122–123 Productive Conversation: Examples, TE pp. 132–133 Productive Conversation: Clear Up Confusions, TE pp. 136–137
(E) develop social communication such as conversing politely in all situations.	Students develop social communication skills in all partner and group activities.
<p>(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:</p>	
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	N/A
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	<p>TEACHER'S EDITION</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Figurative Language (contextual meanings), TE p. 20 Meaning from Context, TE p. 25 Multiple-Meaning Words (discuss words in context), TE pp. 36, 52, 68, 100, 116, 132 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure (using context clues), TE pp. 51, 57, 67 <p style="text-align: right;"><i>continued</i></p>

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Think Aloud</p> <ul style="list-style-type: none"> Using context clues, TE p. 117 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: High-Knowledge Demands (using context), TE pp. 116–117
<p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and</p>	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Academic Language: ELL (Latin-based roots/word parts), TE pp. 24–25
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p>	<p>N/A</p>
<p>(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.</p>	<p>STUDENT EDITION</p> <p>Reading Selections</p> <ul style="list-style-type: none"> Grade-level Text: Explanatory Text: Our Pretty Dragonflies, pp. 18–23; Article: Alaskan Animal Adaptations, pp. 24–25; Novel: Black Beauty, pp. 34–39; Explanatory Text: Save Our Big Cats!, pp. 40–41; Fact Sheet: 10 Interesting Things about Ecosystems, pp. 50–55; Explanatory Text and Diagram: On Frogless Pond, pp. 56–57; Fantasy Fiction: A Connecticut Yankee in King Arthur's Court, pp. 66–71; Science Fiction: Sonal's Time Machine, pp. 72–73; Explanatory Text: What Is Earth?, pp. 82–87; Article: Life on Mars?, pp. 88–89; Story: Why the Indian Loves His Dog, pp. 98–103; Article: From Wolf into Dog, pp. 104–105; Biography: Jackie Robinson: Breaking the Color Barrier, pp. 114–119; Letter: Jackie Robinson at the Plate, pp. 120–121; Fairy Tale: The Hare of Inaba, pp. 130–135; Short Story: The Helpful Stranger, pp. 136–137 <p>TEACHER'S EDITION</p> <p>Text Complexity</p> <ul style="list-style-type: none"> Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (reading grade-level text), TE p. 61 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity, pp. 6–7 Text Complexity: How to Manage Challenges, pp. 16–17 Text Complexity: Reader and Task Factors, pp. 86–87 Text Complexity: High-Knowledge Demands, pp. 104–105

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
<p>(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (recommended independent reading), TE pp. 45, 61, 77, 109
<p>(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:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><u>STUDENT EDITION</u> Focus Question</p> <ul style="list-style-type: none"> Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 15, 31, 47, 63, 79, 95, 111, 127 <p><u>TEACHER'S EDITION</u></p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136 <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><u>STUDENT EDITION</u> Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions (clarify understanding)/Reread to clarify, p. 10 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130 <p><u>TEACHER'S EDITION</u> Think Aloud</p> <ul style="list-style-type: none"> Ask yourself questions, TE pp. 21, 51, 67, 83 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Self-Monitoring Strategies (asking questions), TE pp. 10–11 Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>TEACHER'S EDITION Genre Study • Format and features of literature and informational text, TE pp. 15, 31, 47, 63, 79, 95, 111, 127</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Self-Monitoring Strategies: Drawing Conclusions (extend facts presented/make predictions), TE pp. 52–53</p>
<p>(D) create mental images to deepen understanding;</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies • Visualize, p. 10</p> <p>Text 1 Reading Selections • Self-Monitoring Strategies: Visualize, pp. 50, 66, 34, 114, 18, 130, 82, 98</p> <p>TEACHER'S EDITION Think Aloud • Visualize to clarify, TE pp. 19, 53, 56, 131</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Self-Monitoring Strategies (visualizing), TE pp. 10–11 • Self-Monitoring Strategies: Visualize, TE pp. 20–21 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37</p>
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION Getting Started: Reading Closely • 3rd Read: Connections and Inferences (How can I connect ideas in the text to another text or something I've learned?), p. 7</p> <p>Annotation Notes • Connections and Inferences (make connections), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137</p> <p>Analyze and Synthesize Across Texts • Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140</p> <p>TEACHER'S EDITION Getting Started: Reading Closely • 3rd Read (make connections), TE p. 7</p> <p>Getting Started: Annotating a Text • 3rd Read (make/note connections), TE p. 9</p> <p>3rd Read • Text-Dependent Questions (make connections), TE pp. 7, 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137</p> <p>Analyze and Synthesize Across Texts • Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140</p> <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations (connections), pp. 8–9 • Close Reading of Visual Texts (drawing connections), TE pp. 14–15 • Productive Conversation: Providing Appropriate Wait Time, (make connections), TE pp. 26–27 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (connections), TE pp. 28–29 • Differentiation: Scaffolding with Graphic Organizers (connections), TE pp. 38–39 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72–73 • Differentiation: Multiple Graphic Organizers (connections), TE pp. 90–91 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 92–93 • Productive Conversation: Reasoning (find connections), TE pp. 100–101 • Annotations: Connections, pp. 98–99 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108–109 • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 134–135 • Intertextual Analysis: Making Thematic Connections, TE pp. 138–139
(F) make inferences and use evidence to support understanding;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read: Connections and Inferences (What inferences can I make from the text?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Connections and Inferences (make inferences), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (make inferences), TE p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (make inferences), TE p. 9 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose (make inferences about the text)/Text-Dependent Questions (use evidence to make inferences), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, pp. 8–9 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Annotating Text</p> <ul style="list-style-type: none"> • Make annotations as you read/note details that determine key ideas, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details (make notes about your annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Respond to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (look for details to complete the summary chart/graphic organizer), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 • Comprehension Check (use text evidence to answer questions), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>TEACHER'S EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 1st Read (note key ideas and details), TE p. 9 <p>1st Read</p> <ul style="list-style-type: none"> • Key Ideas and Details (evaluate evidence/details), TE pp. 18–19, 24, 34–35, 40, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 104, 114–115, 120, 130–131, 136 <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (use details from the text), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(H) synthesize information to create new understanding; and</p>	<p>STUDENT EDITION</p> <p>Focus Question</p> <ul style="list-style-type: none"> • Students synthesize information from all three unit texts in order to answer the unit Focus Question, pp. 15, 31, 47, 63, 79, 95, 111, 127 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • Reading all three unit texts provides students with the opportunity to synthesize information from all the texts in order to answer the Focus Question, TE p. 6 <p>Visual Text</p> <ul style="list-style-type: none"> • Visual Text Analysis (synthesize all details), TE pp. 16, 32, 48, 64, 80, 96, 112, 128 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Reflect (new understanding), TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Graphic Organizers (synthesize information), pp. 12–13, 76–77 • Differentiation: Multiple Organizers (synthesize information), pp. 90–91 • Intertextual Analysis: Citing Evidence from Multiple Sources (synthesize information), pp. 92–93 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108–109
<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/markings text and questions while you read/making notes/sample annotations), pp. 8–9 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Ask yourself questions (clarify understanding)/Reread to clarify, p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart/Story Map, pp. 12–13 <p>Text 1 Reading Selections</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Ask yourself questions/Reread to clarify, pp. 18, 34, 50, 66, 82, 98, 114, 130 <p>Annotating Text</p> <ul style="list-style-type: none"> • Reading selections: mark text, write notes/questions, use annotation symbols, pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details/Language and Text Structure/Connections and Inference (make notes based on annotations to monitor comprehension), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Reflect (identify Self-Monitoring Strategies used to clear up confusion while reading), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 • Respond to Reading: Summary Chart, pp. 22, 54, 86, 118 • Respond to Reading: Story Map, pp. 38, 70, 102, 134 • Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER’S EDITION</p> <p>Think Aloud</p> <ul style="list-style-type: none"> • Ask yourself questions, TE pp. 21, 51, 67, 83 • Reread to clarify, TE pp. 34, 40, 51, 67, 99, 117 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategy: Visualize, TE pp. 20–21 • Self-Monitoring Strategies, TE pp. 10–11 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 36–37 • Self-Monitoring Strategies: Drawing Conclusions, TE pp. 52–53 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 66–67
<p>(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:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read: Connections and Inferences (How can I connect ideas in the text to another text or something I’ve learned?), p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Put an “!” next to surprising or important information or information that helps you make a connection, p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Connections and Inferences (make connections), pp. 7, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Reflect (make connections), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER’S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (make connections), TE p. 7 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • 3rd Read (make/note connections), TE p. 9 <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (make connections), TE pp. 9, 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts (make connections), TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations (connections), pp. 8–9 • Productive Conversation: Providing Appropriate Wait Time, (make connections), TE pp. 26–27 <p style="text-align: right;"><i>continued</i></p>

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§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (connections), TE pp. 28–29 • Differentiation: Scaffolding with Graphic Organizers (connections), TE pp. 38–39 • Differentiation: Multiple Graphic Organizers (connections), TE pp. 90–91 • Productive Conversation: Reasoning (find connections), TE pp. 100–101 • Annotations: Connections, pp. 98–99 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108–109 • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 134–135 • Intertextual Analysis: Making Thematic Connections, TE pp. 138–139
<p>(B) write a response to a literary or informational text that demonstrates an understanding of a text;</p>	<p>STUDENT EDITION</p> <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details/Language and Text Structure/Connections and Inference (write notes in response to text), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Respond to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (write response), pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 • Comprehension Check (write response), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Reflect (demonstrate understanding of three unit texts in order to answer the Focus Question), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence (use evidence from each unit text in longer written response to Focus Question), pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 60–61
<p>(C) use text evidence to support an appropriate response;</p>	<p>STUDENT EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (use text evidence to support answers), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>TEACHER'S EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Use text evidence to support ideas, TE p. 12 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>1st Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 18, 24, 34, 40, 50, 56, 66, 72, 82, 88, 98, 104, 114, 120, 130, 136 <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p>STUDENT EDITION Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Story Map/Write a Summary, pp. 12-13 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (write a summary), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 <p>TEACHER'S EDITION Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond: Retell the story from a different point of view, TE p. 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (write a brief summary), pp. 8-9 Collaboration: Partner Discussion (summary review), pp. 54-55 Classroom Management: Partner Work (summaries), TE pp. 58-59 Differentiation: Graphic Organizers (generate a summary), TE pp. 76-77
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>STUDENT EDITION Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/mark text and questions while you read/making notes/sample annotations), pp. 8-9 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Story Map, pp. 12-13 <p>Annotating Text</p> <ul style="list-style-type: none"> Reading selections (mark text, write notes/questions, use annotation symbols), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details/Language and Text Structure/Connections and Inference (make notes based on annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart, pp. 22, 54, 86, 118 • Respond to Reading: Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138 • Respond to Reading: Story Map, pp. 38, 70, 102, 134 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (fill out a graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Annotations, TE pp. 8–9, 128–129 • Graphic Organizers, TE pp. 12–13 • Annotations: Important or Surprising Information, TE pp. 34–35 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 38–39 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives (Venn diagrams), TE pp. 42–43 • Annotations: Key Words and Phrases, TE pp. 56–57 • Intertextual Analysis: Comparing and Contrasting Themes (graphic organizers: Venn diagrams, T-charts, webs), TE p. 73 • Differentiation: Graphic Organizers, TE pp. 76–77 • Annotations: Confusions, TE pp. 84–85 • Teacher Observation: Student Annotations, pp. 88–89 • Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91 • Annotations: Connections, TE pp. 98–99 • Differentiation: Multiple Graphic Organizers, TE pp. 90–91 • Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE pp. 104–105 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-chart, Venn diagram), TE pp. 108–109 • Annotations: Avoiding Over-Annotating, TE pp. 114–115 • Think-Aloud Modeling: Annotating, pp. 130–131
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Circle key words or phrases or anything the author says in an interesting way, pp. 8–9 <p>Annotating Text</p> <ul style="list-style-type: none"> • Reading selections (mark unfamiliar words), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure (note unfamiliar words), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (discuss confusing words or phrases), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (respond using new words or phrases), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>Vocabulary</p> <ul style="list-style-type: none"> Meaning from Context, TE p. 25 Multiple-Meaning Words (words in context), TE pp. 36, 52, 68, 100, 116, 132 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations: Key Words and Phrases, TE pp. 56–57
<p>(G) discuss specific ideas in the text that are important to the meaning.</p>	<p>TEACHER'S EDITION</p> <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Collaborate (discuss partners' summaries of key ideas and details), pp. 22, 26, 38, 42, 58, 70, 86, 90, 102, 106, 118, 122, 134, 138
<p>(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:</p>	
<p>(A) infer the theme of a work, distinguishing theme from topic;</p>	<p>STUDENT EDITION</p> <p>Getting Started: 3rd Read</p> <ul style="list-style-type: none"> Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), p. 7 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Connections and Inferences (make notes based on annotations), pp. 35, 37, 67, 69, 73, 99, 101, 131, 133, 137 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Comprehension Check (make inferences/identify theme), pp. 39, 71, 75, 103, 135, 139 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>TEACHER'S EDITION Getting Started: 3rd Read</p> <ul style="list-style-type: none"> • Connections and Inferences (What inferences can I make from the text?/What is the theme of the text?), TE pp. 7, 9 <p>3rd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (make inferences), TE pp. 21, 85, 121, 137 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72–73
<p>(B) explain the relationships among the major and minor characters;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (Who is the text about?/What happens?), p. 6 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (visualize characters, events), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Who? (the characters), p. 12 • Story Map: Characters (Who), p. 13 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Connections and Inferences (make notes about characters based on annotations)—Novel: Black Beauty, pp. 35, 37; Fantasy Fiction: A Connecticut Yankee in King Arthur's Court, pp. 67, 69; Science Fiction: Sonal's Time Machine, p. 73; Story: Why the Indian Loves His Dog, pp. 99, 101; Fairy Tale: The Hare of Inaba, pp. 131, 133; Short Story: The Helpful Stranger, p. 137 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Story Map: Characters (Who), pp. 38, 70, 102, 134 • Comprehension Check (characters), pp. 39, 71, 75, 103, 135, 139 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies (visualize characters and actions), TE pp. 10–11 • Annotations: Annotation Notes (character, event, or theme), TE pp. 20–21
<p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (events), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: What? (conflict or problem)/How? (plot or major events), p. 12 • Story Map: Conflict (What)/Main Events (How), p. 13 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Connections and Inferences (make notes about events of the text)—Novel: <i>Black Beauty</i>, pp. 35, 37; Fantasy Fiction: <i>A Connecticut Yankee in King Arthur’s Court</i>, pp. 67, 69; Science Fiction: <i>Sonal’s Time Machine</i>, p. 73; Story: <i>Why the Indian Loves His Dog</i>, pp. 99, 101; Fairy Tale: <i>The Hare of Inaba</i>, pp. 131, 133; Short Story: <i>The Helpful Stranger</i>, p. 137 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Story Map: Conflict (What)/Main Events (How), pp. 38, 70, 102, 134 <p>TEACHER’S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> • Partner Talk (discuss the story’s sequence of events), TE p. 136 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategy: Visualize (visualize complex action sequences), TE pp. 20–21 • Intertextual Analysis: Analyzing vs. Summarizing, TE pp. 134–135
<p>(D) explain the influence of the setting on the plot.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Visualize (places), pp. 10–11 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart: Where?, p. 12 • Story Map: Setting (Where and When), p. 13 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> • Language and Text Structure (make notes about setting)—Novel: <i>Black Beauty</i>, pp. 35, 37; Fantasy Fiction: <i>A Connecticut Yankee in King Arthur’s Court</i>, pp. 67, 69; Science Fiction: <i>Sonal’s Time Machine</i>, p. 73; Story: <i>Why the Indian Loves His Dog</i>, pp. 99, 101; Fairy Tale: <i>The Hare of Inaba</i>, pp. 131, 133; Short Story: <i>The Helpful Stranger</i>, p. 137 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> • Respond to Reading: Story Map: Setting (Where and When), pp. 38, 70, 102, 134 <p>TEACHER’S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> • Partner Talk (discuss the story’s setting and sequence of events), TE p. 136 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Self-Monitoring Strategies (visualize settings), TE pp. 10–11

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
<p>(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:</p>	
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> • Fantasy Fiction: A Connecticut Yankee in King Arthur’s Court, pp. 66–71 • Science Fiction: Sonal’s Time Machine, pp. 72–75 • Story: Why the Indian Loves His Dog (based on myth), pp. 98–103 • Fairy Tale: The Hare of Inaba, pp. 130–135 <p>TEACHER’S EDITION Genre Study</p> <ul style="list-style-type: none"> • Characteristics of literature, TE pp. 15, 31, 47, 63, 79, 95, 111, 127
<p>(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;</p>	<p>N/A</p>
<p>(C) discuss elements of drama such as characters, dialogue, setting, and acts;</p>	<p>Related content</p> <p>TEACHER’S EDITION 2nd Read: A Connecticut Yankee</p> <ul style="list-style-type: none"> • Text-Dependent Questions (effect of dialogue), TE pp. 68, 100
<p>(D) recognize characteristics and structures of informational text, including:</p>	
<p>(i) the central idea with supporting evidence;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details, p. 6 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> • Underline key ideas and major points, p. 8 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> • Key Ideas and Details (use annotations to make notes about central ideas and supporting details)—Explanatory Text: Our Pretty Dragonflies, pp. 19, 21; Article: Alaskan Animal Adaptations, p. 25; Explanatory Text: Save Our Big Cats!, p. 41; Fact Sheet: 10 Interesting Things about Ecosystems, pp. 51, 53; Explanatory Text and Diagram: On Frogless Pond, <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>p. 57; Explanatory Text: What Is Earth?, pp. 83, 85; Article: Life on Mars?, p. 89; Article: From Wolf into Dog, p. 105; Biography: Jackie Robinson: Breaking the Color Barrier, pp. 115, 117; Letter: Jackie Robinson at the Plate, p. 121</p> <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Respond to Reading: Graphic Organizer (major ideas/supporting details): pp. 22, 26, 42, 54, 58, 86, 90, 106, 118, 122 Comprehension Check (identify central/key idea and supporting details), pp. 23, 27, 43, 55, 59, 87, 91, 107, 119, 123 <p>TEACHER'S EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 1st Read (note key ideas and details), TE p. 6 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> 1st Read (note key ideas and details), TE p. 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (What is this text about?), TE pp. 18–19, 24, 40, 50–51, 56, 82–83, 88, 104, 114–115, 120 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations, TE pp. 8–9, 128–129 Graphic Organizers, TE pp. 12–13 Annotations: Key Words or Phrases (major ideas), TE pp. 56–57 Differentiation: Graphic Organizers (major ideas/supporting details), TE pp. 76–77 Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91 Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE pp. 104–105 Academic Language: Conversation (main idea/details), TE pp. 124–125
<p>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</p>	<p>STUDENT EDITION</p> <p>Informational Text Selection</p> <ul style="list-style-type: none"> Explanatory Text: Our Pretty Dragonflies (French word in italics), p. 20 Article: Alaskan Animal Adaptations (boldface terms), p. 25 Fact Sheet: 10 Interesting Things about Ecosystems (text organized with boldface sentences/subheadings), pp. 50, 52, 55 Magazine Article: Life on Mars? (text organized with boldface subheadings), p. 88 <p>TEACHER'S EDITION</p> <p>Genre Study</p> <ul style="list-style-type: none"> Characteristics of explanatory text (features of fact sheets), TE pp. 15, 31, 47, 79, 95, 111, 127 <p style="text-align: right;"><i>continued</i></p>

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	<p>Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond: Create a Visual Text, TE pp. 93, 29, 45, 77, 61, 109, 141 Write Beyond: Create a Timeline, TE p. 125 <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (boldfaced questions/subheadings/text organization), TE pp. 84, 89, 105 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity: How to Manage Challenges (visual text features), TE pp. 16-17
<p>(iii) organizational patterns such as compare and contrast;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure (How is the text structured?), p. 7 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 89, 99, 101, 105, 115, 117, 131, 133 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Explanatory Text: Save Our Big Cats! (problem/solution), p. 42 Alaskan Animal Adaptations (compare and contrast), p. 26 On Frogless Pond (cause and effect), p. 58 <p>TEACHER'S EDITION</p> <p>2nd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions (cause and effect), TE p. 84 Text-Dependent Questions (chronological order), TE p. 121 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (compare and contrast), TE pp. 12-13 Self-Monitoring Strategy: Visualize (understand action sequences), TE pp. 20-21 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 28-29 Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42-43 Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72-73
<p>(E) recognize characteristics and structures of argumentative text by:</p>	
<p>(i) identifying the claim;</p>	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Perspectives (argument), TE pp. 42-43 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts (argument), TE pp. 44–45 • Productive Conversation: Examples (argument), TE pp. 132–133
(ii) distinguishing facts from opinion; and	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts (distinguish between facts and opinions), TE pp. 92–93
(iii) identifying the intended audience or reader; and	<p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Visual Text: ELL (audience), TE pp. 48–49
(F) recognize characteristics of multimodal and digital texts.	<p><i>Close Reading of Complex Texts</i> available as a Student Edition Worktext or digital Student Edition eBook. Go to www.SadlierSchool.com.</p>
<p>(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:</p>	
(A) explain the author's purpose and message within a text;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read: Language and Text Structure (What is the author's purpose?/What message is the author communicating?), p. 7 <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10–11 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details (determine meaning)/Language and Text Structure/Connections and Inferences (analyze meaning), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (author's purpose), pp. 106 • Comprehension Check (author's purpose and message), pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions/Partner Talk, TE <p style="text-align: right;"><i>continued</i></p>

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	<p>pp. 18–19, 24, 34–35, 40, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 104, 114–115, 120, 130–131, 136</p> <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (author’s meaning), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (author’s message/opinion), TE pp. 21, 25, 37, 41, 53, 57, 69, 73, 85, 89, 101, 105, 117, 121, 133, 137
<p>(B) explain how the use of text structure contributes to the author’s purpose;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read: Language and Structure (How is the text organized?/In time order?/In a problem and solution structure? As cause and effect?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Explanatory Text: Save Our Big Cats! (problem/solution), p. 42 Alaskan Animal Adaptations (compare and contrast), p. 26 On Frogless Pond (cause and effect), p. 58 <p>TEACHER’S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (cause and effect), TE p. 84 Text-Dependent Questions (chronological order), TE p. 121 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity (text structure), TE pp. 6–7 Graphic Organizers (compare and contrast/text structure), TE pp. 12–13, 54–55 Self-Monitoring Strategy: Visualize (understand action sequences), TE pp. 20–21 Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure, TE pp. 28–29 Intertextual Analysis: Compare and Contrast Authors’ Perspectives, TE pp. 42–43 Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 72–73
<p>(C) explain the author’s use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading a Visual Text</p> <ul style="list-style-type: none"> At School by Jean-Marc Cote, p. 14 <p>Visual Texts</p> <ul style="list-style-type: none"> Photograph: Giraffes on Samburu Nature Reserve in Kenya, pp. 16–17; Photograph: Girl Feeding Lambs in <p style="text-align: right;"><i>continued</i></p>

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	<p>a Barn, pp. 32–33; Diagram: Food Chain, pp. 48–49; Photograph: Are those dinosaurs...alive?, pp. 64–65; Photograph: Planets of the Solar System in Orbit, pp. 80–81; Photograph: Fire House Dog, pp. 96–97; Photograph: Jackie Robinson with Teammates, pp. 112–113; Photograph: Standup4change National Program Against Bullying, pp. 128–129</p> <p>Text Selections</p> <ul style="list-style-type: none"> Explanatory Text and Diagram: On Frogless Pond (diagram), pp. 56–57; Explanatory Text: What Is Earth? (diagram), pp. 82–87; Explanatory Text: Our Pretty Dragonflies (illustration), pp. 18–23; Biography: Jackie Robinson: Breaking the Color Barrier (illustration), pp.114–119; Fact Sheet: 10 Interesting Things about Ecosystems (photo), pp. 50–55 <p>TEACHER'S EDITION</p> <p>Visual Text</p> <ul style="list-style-type: none"> Set a Purpose/Visual Text Analysis, TE pp. 16, 32, 48, 64, 80, 96, 112, 128 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text (visual elements), TE p. 12 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 16–17, 48–49 Visual Text: Visual Learners, TE pp. 32–33 Visual Text: ELL, TE pp. 48–49, 64–65
<p>(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;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure (What words or phrases are repeated?/What figurative language does the author use?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>TEACHER'S EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> 2nd Read (words and phrases), TE p. 9 <p>Vocabulary</p> <ul style="list-style-type: none"> Figurative Language (simile), TE p. 20 <p>Genre Study</p> <ul style="list-style-type: none"> Figurative/literal language, TE pp. 31, 95 <p>Annotation Notes</p> <ul style="list-style-type: none"> Language and Text Structure (figurative language), TE p. 73 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations: Key Words and Phrases, TE pp. 56–57

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<p>(E) identify the use of literary devices, including first- or third-person point of view;</p>	<p>STUDENT EDITION Reading Selections</p> <ul style="list-style-type: none"> • Fantasy Fiction: A Connecticut Yankee in King Arthur’s Court (told in first person), pp. 66–71 • Science Fiction: Sonal’s Time Machine (written in third person), pp. 72–75 • Story: Why the Indian Loves His Dog (written in third person), pp. 98–103 • Fairy Tale: The Hare of Inaba (written in third person), pp. 130–135 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (point of view), pp. 23, 87, 123, 139 <p>TEACHER’S EDITION Genre Study</p> <ul style="list-style-type: none"> • Literary devices (imagery/foreshadowing), TE p. 31 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Language and Text Structure (story told in third person), TE p. 73 • Key Ideas and Details (written in first person), TE p. 83 <p>2nd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (first-person point of view), TE p. 121 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors’ Use of Language and Text Structure (understand text from a different points of view), TE pp. 28–29 • Collaboration: Purposeful Partner Talk (different point of view), TE pp. 118–119
<p>(F) discuss how the author’s use of language contributes to voice; and</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read (author’s use of language/tone), TE p. 7 <p>Return to the Text</p> <ul style="list-style-type: none"> • Comprehension Check (tone), p. 23 <p>TEACHER’S EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 2nd Read (author’s use of language), TE p. 7 <p>2nd Read</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions/Partner Talk (author’s style/author’s use of language/tone), TE pp. 52, 57 <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity (author’s use of language/tone), TE pp. 6–7 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives (tone), TE pp. 42–43 • Annotations: Key Words or Phrases (words or phrases that impact tone), TE pp. 56–57
<p>(G) identify and explain the use of hyperbole.</p>	<p>N/A</p>

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<p>(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:</p>	
<p>(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;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Use Evidence (writing prompt), pp. 29, 45, 61, 77, 93, 109, 125, 141</p> <p>TEACHER'S EDITION Differentiate and Extend • Write Beyond (writing prompt), TE pp. 29, 45, 61, 77, 93, 109, 125, 141</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Productive Conversation: Adding On (brainstorming), TE pp. 40–41</p>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	
<p>(i) organizing with purposeful structure, including an introduction and a conclusion; and</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</p> <p>Self-Assess and Reflect: Writing Rubric • Organization, pp. 30, 46, 62, 78, 94, 110, 126, 142</p>
<p>(ii) developing an engaging idea with relevant details;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</p> <p>Self-Assess and Reflect: Writing Rubric • Text Evidence, pp. 30, 46, 62, 78, 94, 110, 126, 142</p>
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141</p> <p>Self-Assess and Reflect: Writing Rubric • Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 46, 62, 78, 94, 110, 126, 142</p> <p>TEACHER'S EDITION Writing About the Focus Questions • Monitor (review and revise), TE pp. 29, 45, 61, 77, 93, 109, 125, 141</p>

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(D) edit drafts using standard English conventions, including:	
<ul style="list-style-type: none"> (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; 	<p>Correct grammar and usage modeled in reading selections.</p> <p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 46, 62, 78, 94, 110, 126, 142
(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	<p>Related content</p> <p>STUDENT EDITION Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Spelling and Conventions (correct punctuation), pp. 30, 46, 62, 78, 94, 110, 126, 142
(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Related content</p> <p>STUDENT EDITION Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric: Spelling and Conventions (correct spelling), pp. 30, 46, 62, 78, 94, 110, 126, 142
(E) publish written work for appropriate audiences.	<p>STUDENT EDITION Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Focus Question (write your final version), pp. 30, 46, 62, 78, 94, 110, 126, 142 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<p>TEACHER'S EDITION Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Reflect (teacher assesses final versions/records points/places in students' writing portfolios), TE pp. 30, 46, 62, 78, 94, 110, 126, 142
<p>(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:</p>	
<p>(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (imagined experiences/blog posts/journal entries/speech/retell a story), TE pp. 29, 61, 93, 109, 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 60–61t
<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p>Related content</p> <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Design a Brochure, TE pp. 93, 141 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Perspectives (author's arguments), TE pp. 42–43 • Think-Aloud Modeling: Conversation (remind students to give their answers and support their opinions using the text), TE pp. 106–107 • Productive Conversation: Examples (specific examples support a student's argument), TE pp. 132–133
<p>(D) compose correspondence such as thank you notes or letters.</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond: Thank you notes to a caregiver, TE p. 45; Letter to a friend, TE pp. 77, 125

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<p>(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:</p>	<p>*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of three source documents. After analyzing and synthesizing their information, they write a response.</p>
<p>(A) generate questions on a topic for formal and informal inquiry;</p>	<p>TEACHER'S EDITION Differentiate and Extend • Research, TE pp. 29, 61, 77, 93, 109, 125</p>
<p>(B) develop and follow a research plan with adult assistance;</p>	<p>TEACHER'S EDITION Differentiate and Extend • Research, TE pp. 29, 61, 77, 93, 109, 125</p>
<p>(C) identify and gather relevant information from a variety of sources;</p>	<p>STUDENT EDITION Getting Started: Annotating a Text • Annotations/Annotation Notes: Just—William/What Is Aerodynamics? (read and annotate with purpose/mark text and questions while you read/making notes/sample annotations), pp. 8–9 Getting Started: Summarizing • Summary Chart/Story Map, pp. 12–13 Annotating Text • Reading selections (mark text, write notes/questions, use annotation symbols), pp. 18, 20, 24, 34, 36, 40, 50, 52, 56, 66, 68, 72, 82, 84, 88, 98, 100, 104, 114, 116, 120, 130, 132, 136 Annotation Notes • Key Ideas and Details/Language and Text Structure/Connections and Inference (write notes based on annotations), pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 Return to the Text • Respond to Reading: Summary Chart, pp. 22, 54, 86, 118 • Respond to Reading: Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138 • Respond to Reading: Story Map, pp. 38, 70, 102, 134 Analyze and Synthesize Across Texts • Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140 TEACHER'S EDITION Differentiate and Extend • Research, TE pp. 29, 61, 93, 109, 125 • Interview an Expert, 29, 45, 61, 77, 141 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Annotations, TE pp. 8–9, 128–129 • Graphic Organizers, TE pp. 12–13 <i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 3
	<ul style="list-style-type: none"> • Annotations: Important or Surprising Information, TE pp. 34–35 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 38–39 • Intertextual Analysis: Compare and Contrast Authors’ Perspectives (Venn diagrams), TE p. 43 • Annotations: Key Words and Phrases, TE pp. 56–57 • Intertextual Analysis: Comparing and Contrasting Themes (graphic organizers: Venn diagrams, T-charts, webs), TE pp. 72–73 • Differentiation: Graphic Organizers, TE pp. 76–77 • Annotations: Confusions, TE pp. 84–85 • Teacher Observation: Student Annotations, TE pp. 88–89 • Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91 • Annotations: Connections, TE pp. 98–99 • Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE pp. 104–105 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-chart, Venn diagram), TE pp. 108–109 • Annotations: Avoiding Over-Annotating, pp. 114–115 • Think-Aloud Modeling: Annotating, pp. 130–131
(D) identify primary and secondary sources;	<p>Related content</p> <p>TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 44–45 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 92–93 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 108–109
(E) demonstrate understanding of information gathered;	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> • Summary Chart/Story Map, pp. 12–13 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Summary Chart, pp. 22, 54, 86, 118 • Respond to Reading: Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138 • Respond to Reading: Story Map, pp. 38, 70, 102, 134 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question/Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER’S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/Reflect, TE pp. 29, 61, 93, 109, 125, 140 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Graphic Organizers, TE pp. 12–13 • Annotations: Important or Surprising Information, TE pp. 34–35 • Differentiation: Scaffolding with Graphic Organizers, TE pp. 38–39 • Intertextual Analysis: Compare and Contrast Authors' Perspectives (Venn diagrams), TE p. 43 • Intertextual Analysis: Comparing and Contrasting Themes (graphic organizers: Venn diagrams, T-charts, webs), TE p. 73 • Differentiation: Graphic Organizers, TE pp. 76–77 • Differentiation: Multiple Graphic Organizers (for complex texts: flow charts, grids, other diagrams, Venn diagrams), TE pp. 90–91 • Differentiation: High-Knowledge Demands (graphic organizer, mind map), TE p. 105 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (T-chart, Venn diagram), TE p. 109
(F) recognize the difference between paraphrasing and plagiarism when using source materials;	<p>Related content</p> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Productive Conversation: Clear Up Confusions (in your own words), TE pp. 136–137
(G) create a works cited page; and	N/A
(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>TEACHER'S EDITION</u></p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> • Research (make a presentation to the class), TE p. 109