

Istation Reading Curriculum
Correlated to

Texas Essential Knowledge and Skills/
English Language Arts
and Reading

Grade 3



Istation

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TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:		
(i) dropping the final “e” and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);		
	Interactive	Activities
	7	Lessons: Open Syllable – Vowels at the end of a one syllable word Decodable Books: The Big Game, The Oatmeal Man
	9	Lessons: Multisyllabic Words Passages: The Best Trip Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch’s Big Fish Tale, Kittens; The Best Trip
	10	Lessons: Multisyllabic Words (y, le) Passages: Water is a Good Thing; Insects, Pet Parade Decodable Books: The Hero; Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale, A Star is Born
	11	Lessons: Multisyllabic Words Passages: From Fearful to Fearless, The Dirt Detectives Games: Multisyllabic Game
	Teacher Resources	Activities
	CBTR 7	Lessons: 8 – Open Syllables (me, go, by)
	CBTR 9	Lessons: 10 – Decoding Multisyllabic Words 23 – Long Vowel Open Syllable 26 – Spelling Multisyllabic Words
	CBTR 10	Lessons: 9 – Open Syllables 7 – Closed Syllables ending with -le and -y
	CBTR 11	Lessons: 11 – Multisyllabic Words
	SBTR	Phonics: 13 – Decoding Multisyllabic Words 14, 52 – Closed Syllables ending with -le and -y 16 – Identify and Read Syllable Patterns

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Third Grade Reading	Reading Curriculum	

(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:		
(ii) doubling final consonants when adding an ending (e.g., hop to hopping);		
	Interactive	Activities
1A ii	10	Lessons: Verb Dog (doubling final consonants)
	Teacher Resources	Activities
	CBTR 10	Lessons: 3 – Inflected Ending (-ing) 4 – Inflected Ending (-ed)

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:		
(iii) changing the final “y” to “i” (e.g., baby to babies);		
	Interactive	Activities
1A iii	11	Lessons: Verb Dog (y to ie)
	Teacher Resources	Activities
	CBTR 10	Lessons: 23 – Spelling (changing the y to i)
	CBTR 11	Lessons: 3 – Inflected Ending (-ing) 4 – Inflected Ending (-ed)

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:		
(iv) using knowledge of common Prefixes and Suffixes (e.g., dis-, -ly); and		
	Interactive	Activities
1A iv	11	Lessons: Prefixes (un, mis, dis, re, pre) In Context Reading with Prefixes Suffixes (er, or, ly, ful, less) In Context Reading with Suffixes
	Teacher Resources	Activities
	CBTR 11	Lessons: 1 – Prefixes (pre, re, un, mis, dis) 2 – Suffixes (ful, ly, less, er, or)
	SBTR	Vocabulary: 15, 16, 17 – Prefixes 18, 19, 20 – Suffixes

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:		
(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);		
	Teacher Resources	Activities
1A v	SBTR	Vocabulary: 21 – Affixes
	CBTR 11	Lessons: 2 – Suffixes (ful, ly, less, er, or)

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(B) use common syllabication patterns to decode words including:		
(i) closed syllable (CVC) (e.g., mag-net, splen-did);		
	Interactive	Activities
1B i	1	Decodable Books: Pam and Cam, Mac and Cam, The Maps
	2	Lessons: Blending Phonemes CVC Decodable Books: Pam and Cam, Pip and His Lips, See Sam Sit, Time and Sam, Sam Tips the Lamp
	3	Lessons: Blending Phonemes CVC Decodable Books: Dots and Spots, Trips With My Family, Stan the Man
	4	Decodable Books: Fred has Ten Hens, Big Feet, Meg and the Hen
	5	Decodable Books: Bugs in the Mud, Fun at Home
	9	Lessons: Multisyllabic Words Decodable Books: Mother Cat and Her Kittens, Naptime, Mitch's Big Fish Tale, Kittens, The Best Trip
	10	Decodable Books: Shopping with Mom, A Star is Born, The Hero, The Three Little Bugs, How Mountains Form, Humphrey the Humpback Whale Passages: Water is a Good Thing; The Strange Noise; Pet Parade
	11	Lessons: Multisyllabic Words Passages: The Dirt Detectives Games: Multisyllabic Game
	Teacher Resources	Activities
	CBTR 11	Lessons: 11 – Multisyllabic Words

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(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(B) use common syllabication patterns to decode words including:		
(ii) open syllable (CV) (e.g., ve-to);		
	Interactive	Activities
1B ii	7	Lessons: Open Syllable – Vowels at the end of a one syllable word Decodable Books: The Big Game, The Oatmeal Man
	9	Lessons: Multisyllabic Words Passages: The Best Trip
	10	Decodable Books: The Hero, Spiders, The Three Little Bugs, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water is a Good Thing, Insects
	11	Lessons: Multisyllabic Words Passages: From Fearful to Fearless, The Dirt Detectives

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Reading	Teacher Resources	Activities
1Bii (cont.)	CBTR 7	Lessons: 8 – Open Syllables (me, go, by)
	CBTR 9	Lessons: 10 – Decoding Multisyllabic Words 23 – Long vowel open syllable 26 – Spelling Multisyllabic Words
	CBTR 10	Lessons: 9 – Open Syllables
	CBTR 11	Lessons: 11 – Multisyllabic Words

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(B) use common syllabication patterns to decode words including:		
(iii) final stable syllable (e.g., puz-zle, con-trac-tion);		
	Interactive	Activities
1B iii	10	Lessons: Multisyllabic Words (y, le) Decodable Books: A Star is Born Passages: Water is a Good Thing, Pet Parade

	11	Lessons: Multisyllabic Words Passages: From Fearful to Fearless, The Dirt Detectives Games: Multisyllabic Game
	Teacher Resources	Activities
	CBTR 10	Lessons: 7 – Closed Syllables ending with -le and -y
	CBTR 11	Lessons: 11 – Multisyllabic Words
	SBTR	Phonics: 13 – Decoding Multisyllabic Words 14 – Closed Syllables ending with -le and -y 16 – Identify and Read Syllable Patterns 52 – Closed Syllables with -le and -y

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(B) use common syllabication patterns to decode words including:		
(iv) r-controlled vowels (e.g., fer-ment, car-pool); and		
	Interactive	Activities
1B iv	7	Lessons: R Controlled /ar/ In Context Reading with R Controlled Vowel /ar/ R Controlled /or/ In Context Reading with R Controlled Vowel /or/ Word Masters Books: The Case of the Haunted Barn Decodable Books: Boats; At the Farm

TEKS	Istation	
Reading	Interactive	Activities
1Biv (cont.)	8	Lessons: R Controlled vowels /er/ /ir/ /ur/ In Context Reading with R Controlled Vowel /er/ Word Mater's Books: The Not So Great Skunk Adventure Decodable Books: A Big Sneeze, The Fox Pack
	9	Passages: The Colt; Earthworms Help
	Teacher Resources	Activities
	CBTR 7	Lessons: 9 – Bossy R -ar- as in star and farm 11 – Bossy R -or as in core, -ore as in more 17 – Spelling Words With -ar, -are, -or, -ore

	CBTR 8	Lessons: 7 – Change One Letter Bossy R 11 – Bossy R -ire as in Fire, -ure as in Cure
	CBTR 9	Lessons: 11 – Sort Words with ear /er/ and or /er/
	SBTR	Phonics: 37 – Decoding with or, ore 38 – Decoding with are 39 – Decoding with ar 40 – Decoding with ire, ure 41 – Decoding with ear, or

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(B) use common syllabication patterns to decode words including:		
(v) vowel digraphs and diphthongs (e.g., ei-ther);		
	Interactive	Activities
1B v	3	Lessons: Vowel Long A, /ai/ Blending long A /ai/ In Context Reading with long A /ai/ Vowel Long O /oa/ Blending Long O /oa/ In Context Reading with Long O /oa/ Word Masters Books: The Lost Island Decodable Books: Snails in a Pail, The Toast in the Road, The Toads Are Lost, In the Rain
	4	Lessons: Blending Long E /ea/, /ee/ In Context Reading with Long E /ee/, /ea/ Word Masters Books: The Great Pig Escape Decodable Books: Jean and Dean, Big Feet, The Green Team, My Dog Has Fleas
	5	Word Masters Books: Fun at Pine Cone Stream
	6	Lessons: Long Vowel Review (ai, oa, ee, ea) In Context Reading with Long, Vowel Patterns (ai, oa, ee, ea) Word Masters Books: The Kid in the Mask

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Reading	Interactive	Activities

1B v (cont.)	9	<p>Lessons: Vowel Long A /ay/ In Context Reading with Long A /ay/ Vowel Long E /ey/ In Context Reading with Long E /ey/ Vowel Long I /ie/ In Context Reading with Long I ie Vowel Long /oe/ In Context Reading with Long o //oe/ Vowel Long O /ow/ In Context Reading with Long O /ow/ Variant Vowel /oi/ Variant Vowel /oy/ Odd Balls – oi, oy Odd Balls – ol, ow</p> <p>Word Masters Books: Treasure at Pirate's Bay Decodable Books: Elbert's Birthday, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow</p>
	10	<p>Lessons: Odd Balls – au, aw, al In Context Reading: au, aw, al Detective Dan – ow-cow, vs ow - tow In Context Reading: ow</p> <p>Word Masters Books: Return to the Lost Island Decodable Books: The Hero, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale Passages: Water Cycle; Going to the Vet</p>
TEKS	Istation	
Reading	Teacher Resources	Activities
	CBTR 3	<p>Lessons: 12 – Vowel Sound with Letters /ai/ 13 – Vowel Sound with Letters /oa/ 14 – Read Words with Vowel Sound /oa/ 25 – Spelling Long a (ai) and Long o (oa)</p>
	CBTR 4	<p>Lessons: 11 – Vowel Sound with Letters /ee/, /ea/ 12 – Vowel Sound with Letters /ee/ /ea/, More practice 13 – Read Words with Vowel Sounds /ee/, /ea/ 24 – Spelling Long e with EE and EA</p>
	CBTR 5	<p>Lessons: 15 – Rhyme Phonograms</p>

	CBTR 9	Lessons: 12 – Sort Words with oy and oi 16 – Read Words with ay, ey, oe, ie 17 – Read Words with ow, oll, old, olt, olk 18 – Read Words with oi and oy 27 – Spelling Words with oi and oy
	CBTR 10	Lessons: 5 – Read Words with Diphthongs ow and ou 6 – Spell and Read Words with ow and ou 15 – Read Words with Vowel Digraphs aw and au 16 – Spell and Read words with Vowel Digraphs aw and au
	CBTR 11	Lessons: 3 – Phonogram eigh 6 – Phonograms ind, igh, ild 7 – Variant Vowel /OO/ 8 – Variant Vowel /oo/ 9 – Variant Vowels /oo/, /OO/ Review

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Reading	Teacher Resources	Activities
1B v (cont.)	SBTR	Phonics: 25 – Read words with ea, ee 26 – Decoding with oa 27 – Decoding with long a, (ai) 46 – Phonograms ow, oll, old, olt, olk 54 – Words with oy, oi 56 – Diphthongs ow, ou

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);		
	Interactive	Activities
1C	0	Games: Onset Rime [Matching Parts Game]
	2	Lessons: Word Families/ Rhyming Games: Onset Rime/ Build Word Families Game [Machine Game]
	3	Lessons: Word Families/ Rhyming Games: Onset Rime/ Build Word Families Game [Machine Game]
	Teacher Resources	Activities
	CBTR 1	Lessons: 12 – Blend Sounds to Say Words 13 – Blend Sounds to Read Words 14 – Rapid Letter and Word Naming 15 – Read Sentences with HFWs and, the, see, has

	CBTR 2	Lessons: 3 – Rhyming 16 – Blending Beginning/ Middle/ Ending Sounds with Letters 17 – Blend Sounds with Letters t, l, s, l 18 – Blend Sounds with Letters to Read Words 19 – Read CVC Words with Short i 20 – Rhyming Phonograms 21 – Rapid Letter and Word Naming 22 – Read Sentences with HFWs this, is, his, go 23 – Spelling with Short /a/ and Short /i/ 24 – Reading for Meaning
	CBTR 3	Lessons: 9 – Blending Beginning/Middle/ Ending sounds with Letters 10 – Blend Sounds with Letters to Read Words 19 – Read Words with Ending Sounds, Blends /-nd/ and /-nt/ 20 – Rhyme Phonograms, Short Vowels 21 – Rhyme Phonograms, Long Vowels 23 – Read Sentences with HFWs they, you, are, here 24 – Spelling with s-blend and short /o/ 26 – Reading for Meaning
	CBTR 4	Lessons: 9 – Blending Beginning/Middle/ Ending Sounds with Letters 18 – Rhyme Phonograms, Short Vowels 19 – Rhyme Phonograms, Long Vowels 21 – Read Sentences with HFWs with, my, where, to 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 25 – Reading for Meaning

TEKS	Istation	
Reading	Teacher Resources	Activities
1C (cont.)	CBTR 5	Lessons: 8– Blending Beginning/Middle/Ending Sounds with Letters 11 – Blend Sounds to Say Words, /u/ 15 – Rhyme Phonograms 17 – Read Sentences with HFWs what, said, her, for 18 – Passage Reading: Prosody 19 – Spelling with Short /u/ and Blends 21 – Reading for Meaning
	CBTR 6	Lessons: 6 – Read and Spell Words with Short Vowel Sounds 7 – Blending Beginning/Middle/Ending sounds with Letters 11 – Blend Sounds to Say Words 14 – Rhyme Phonograms, Long Vowels, Silent e 16 – Read Sentences with HFWs was, that, from, she 18 – Reading for Meaning
	CBTR 7	Lessons: 1 – Segmenting and Blending Sounds in Words 3 – Reversal of Sounds and Letters in Words 7 – Soft G as /j/ 8 – Open Syllables (me, go, by) 9 – Bossy R -ar, as in star and farm 10 – Phonogram -are as in care 15 – Read HFWs 16 – Passage Reading: Prosody 20 – Reading for Meaning

	CBTR 8	Lessons: 1 – Segmenting and Blending Sound /sh/ 2 – Segmenting and Blending Sound /th/ 3 – Segmenting and Blending Sound /ng/ 4 – Rhyming Words 9 – Blending the Diagraph sh 10 – Blending the Diagraph th 14 – Read HFWs 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody 17 – Spelling Words with diagraphs sh and th 19 – Reading for Meaning
	CBTR 9	Lessons: 1 – Segmenting and Blending Sounds /ch/ 7 – Blending the Diagraph ch 8 – Blending Words with Diagraphs 10 – Decoding Multisyllabic Words 20 – Read High Frequency Words 21 – Passage Reading: Prosody 23 – Long Vowel Open Syllable 24 – Spelling Words with ch and tch 25 – Spelling Words with -ed, and -ing 26 – Spelling Multisyllabic Words 28 – Reading for Meaning
	CBTR 11	Lessons: 13 – HFWs 14 – Fluency 15 – Reading for Meaning

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Reading	Teacher Resources	Activities
1C (cont.)	CBTR 10	Lessons: 9 – Open Syllables 10 – Segmenting and Blending Sounds /wh/ and /ph/ 11 – Read Words with Diagraph wh 12 – Read Words with Diagraph ph 13 – Review Diagraphs sh, ch, tch, th, wh, ph 17 – Comprehension: Character Analysis 18 – HFWs 19 – Read HFWs in Sentences 20 – Fluency 24 – Reading for Meaning

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(D) identify and read contractions (e.g., I'd, won't); and		
	Interactive	Activities

1D	11	Lessons: Contractions (has, not, will, would, is, had are, have) In Context Reading with Contractions
	Teacher Resources	Activities
	CBTR 11	Lessons: 10 – Contractions

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Third Grade Reading	Reading Curriculum	
(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:		
(E) monitor accuracy in decoding.		
	Interactive	Activities
1E	11	All Activities
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Third Grade Reading	Reading Curriculum	
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;		
	Interactive	Activities
2A	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown HFWs Books: Pam and The Cap Book and Print Awareness (BPA): At the Market
	2	Read-Aloud Books: Dusty and Coco, Pam and the Cap, Where is Coco? HFWs Books: Tim at Camp

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Reading	Interactive	Activities
2A (cont.)	3	Read-Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family HFWs Books: On the Dot
	4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack HFWs Books: My Hands and Feet Word Masters Books: The Great Pig Escape

	5	HFWs Books: The Bun for Us Book and Print Awareness (BPA): Pets - Snakes
	6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery
	7	Read-Aloud Books: Where Will They Ride? HFWs Books: Hide and Seek
	9	Lessons: Odd Balls – Gimme the Ball
	10	Word Masters Books: Return to the Lost Island Books: Who is Following Us?
	Teacher Resources	Activities
	SBTR	Comprehension: 1 – Making Predictions 2 – Making Predictions
	CBTR 4	Lessons: 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 24 – Spelling Long E with /ee and /ea/
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Third Grade Reading	Reading Curriculum	
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; STAAR-S		
	Teacher Resources	Activities
2B	SBTR	Comprehension: 3, 4, 69 – Asking Questions

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Third Grade Reading	Reading Curriculum	
(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:		
(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		
	Interactive	Activities
2C	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat
	2	Read-Aloud Books: Dusty and Coco, Pam and the Cap, The Act, Where is Coco? BPA: Summer Camp

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Reading	Interactive	Activities
2C (cont.)	3	Read-Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps BPA: Lamps
	4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin BPA: Where is Coco? Books: In the Sand
	5	Read-Aloud Books: Pat's Cat, Rain Drops, Pals, Surprise! BPA: Pets - Snakes
	6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand
	7	Read-Aloud Books: Fun at the Pond, Where Will They Ride? BPA: Mr. Grump and the Beautiful Yard
	10	Read-Aloud Books: Who Is Following Us?
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Third Grade Reading	Reading Curriculum	
(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.		
	Interactive	Activities
3	7	Books: Homes; Take That Off the Stage, The Twin Mice, Just the Right Size
	8	Books: King Zung and the Lark, A Big Sneeze, Bert and Gert, The Shrimp and the Shark
	9	Books: Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Flying Pizza
	10	Books: George Washington Carver, Spiders, The Three Little Bugs, The Hero
	12	Books: Day, Night, and Seasons, Our Solar System, The Planets, The Moon, The Changing Surface, Fossil Hunters: The Black Hills Dig, Brookside's Best Science Fair Ever!
	13	Books: The Rain Forest Howlers
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Reading	Teacher Resources	Activities

	SBTR	<p>Fluency: C9 – Ranch Hands; The Colt; Earthworms C10 – Water Is a Good Thing, Pet Parade, The Water Cycle, Insects, People Send Mail C11 – The Dirt Detectives, From Fearful to Fearless, Hurricanes C12 – Dirt Detectives, Exploring Space, Do Your Part, Grand Canyon, Natural Resources, Water Recycled</p>
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TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(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; STAAR-R		
	Interactive	Activities
4A	11	<p>Lessons: Prefixes (un, mis, dis, re, pre) In Context Reading with Prefixes</p>
	SBTR	<p>Vocabulary: 15, 16, 17 – Prefixes 18, 19, 20 – Suffixes</p>

	CBTR 10	Lessons: 22 – Spelling with endings y and ie 23 – Spelling-Changing the y to i
	CBTR 11	Lessons: Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; STAAR-R		
	Interactive	Activities
4B	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFWs Books: Pam and The Cap Book and Print Awareness (BPA): At the Market, Dusty the Dog and Coco the Cat Decodable Books: Pam and Cam, Mac and Cam, The Maps
	2	Read-Aloud Books: Dusty and Coco, Pam and the Cap, The Act, Where is Coco? HFWs Books: Tim at Camp BPA: Summer Camp Decodable Books: Pam and Cam; Pip and His Lips; See Sam Sit; Tim and Sam, Sam Tips the Lamp

	3	<p>Read-Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps</p> <p>HFWs Books: On the Dot</p> <p>BPA: Lamps</p> <p>Word Masters Books: The Lost Island</p> <p>Books: Trips With My Family</p> <p>Decodable Books: Dots and Spots, Snails in a Pail, The Toast in the Road, Stan the Man, The Toad Are Lost, In the Rain</p>
	4	<p>Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin</p> <p>HFWs Books: My Hands and Feet</p> <p>BPA: Where is Coco?</p> <p>Word Masters Books: The Great Pig Escape</p> <p>Books: In the Sand</p> <p>Decodable Books: Fred Has Ten Hens, Jean and Dean; Big Feet, Meg and the Hen, The Green Team, My Dog Has Fleas</p>

TEKS	Istation	
Reading	Interactive	Activities
4B (cont.)	5	<p>Read-Aloud Books: Pat's Cat, Rain Drops, Pals Surprise!</p> <p>HFWs Books: The Bun for Us</p> <p>BPA: Pets - Snakes</p> <p>Word Masters Books: Fun at Pine Cone Stream</p> <p>Books: Where Will They Ride?</p> <p>Decodable Books: Bugs in the Mud, Late for the Game, I Rode Home, Homes For Sale, Fun at Home, The Blue Blimp</p>
	6	<p>Read-Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand</p> <p>HFWs Books: Where is Jane?</p> <p>Word Masters Books: The Kid in the Mask</p> <p>Books: Pets - Fish</p> <p>Decodable Books: Time to Ride; A Cute Mule, Time to Ride my Mule, The Dunes, Just in Time</p>
	7	<p>Read-Aloud Books: Fun at the Pond, Where Will They Ride?</p> <p>HFWs Books: Hide and Seek</p> <p>Book and Print Awareness (BPA): Mr. Grump and the Beautiful Yard</p> <p>Word Masters Books: The Case of the Haunted Barn</p> <p>Books: Just The Right Size</p> <p>Decodable Books: Boats, Take That off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice, The Oatmeal Man, The Big Game</p>
	8	<p>HFWs Books: I Like to Help</p> <p>Word Masters Books: The Not So Great Skunk Adventure</p> <p>Books: The Queen's Suitcase-Chapter 1</p> <p>Decodable Books: A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert, The Fox Pack</p>

	9	<p>HFWs Books: The Best Trip</p> <p>Word Masters Books: Treasure at Pirate’s Bay</p> <p>Books: The Flying Pizza</p> <p>Decodable Books: Camping, Mother Cat and Her Kittens, Naptime, Elbert’s Birthday, Coach Chapman, A Trip to the Dentist, Winter Snowstorm, Roy and Troy Like Trains, The Wise Crow, Mitch’s Big Fish Tale</p> <p>Passages: Going on A Ride; Kittens; The Best Trip, Ranch Hand, Big Top Tent, The Colt, The Scarecrow, Earthworms Help, Royce Likes to Share</p>
	10	<p>Read-Aloud Books: Who Is Following Us?</p> <p>HFWs Books: How Can That Be?</p> <p>Word Masters Books: Return to the Lost Island</p> <p>Books: Who is Following Us?</p> <p>Decodable Books: How Can That Be?; Shopping With Mom; A Star is Born; The Hero; Spiders; The Three Little Bugs; Whales; How Mountains Form; George Washington Carver; Humphrey the Humpback Whale</p> <p>Passages: Water is a Good Thing; The Strange Noise; Pet Parade; Water Cycle; Insects; People Send Mail; Going to the Vet</p>
	11	<p>Decodable Books: The Flying Pizza, Winter Snowstorm, Just the Right Size, Bert and Gert, The Queen’s Suitcase, A Trip to the Dentist, The Three Little Bugs, Who is Following Us?</p> <p>Passages: From Fearful to Fearless, The Hurricane, The Dirt Detectives</p>

TEKS	Istation	
Reading	Teacher Resources	Activities
4B (cont.)	CBTR 2	<p>Lessons: 16 – Blending Beginning/Middle/ Ending sounds with Letters</p> <p>18 – Blend Sounds with Letters to Read Words</p>
	CBTR 3	<p>Lessons: 9 – Blending Beginning/Middle/ Ending sounds with Letters</p> <p>10 – Blend Sounds with Letters to Read Words</p> <p>14 – Read Words with Vowel Sound /oa/</p>
	CBTR 4	<p>Lessons: 9 – Blending Beginning/Middle/ Ending sounds with Letters</p> <p>13 – Read Words with Vowel Sounds /ee/, /ea/</p>
	CBTR 5	<p>Lessons: 8 – Blending Beginning/Middle/ Ending sounds with Letters</p>
	CBTR 6	<p>Lessons: 7 – Blending Beginning/Middle/ Ending sounds with Letters</p> <p>12 – Blend Sounds with Letters to Read Words</p>
	CBTR 10	<p>Lessons: 17 – Comprehension: Character Analysis</p>

TEKS	Istation	
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Third Grade Reading	Reading Curriculum	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(C) identify and use antonyms, synonyms, homographs, and homophones; STAAR-S		
	Interactive	Activities
4C	11	Lessons: Homophones (pear/pair, son/sun, past/passed)
	12	Games: Alien Game 3, Synonyms
	Teacher Resources	Activities
	SBTR	Vocabulary: 7, 8, 9 – Synonyms 12, 13, 14 – Antonyms 30, 31, 32 – Antonym Synonym Review 24, 25, 26 – Homophones
	CBTR 11	Lessons: 12 – Homophones
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:		
(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.		
	Teacher Resources	Activities
4E	SBTR	Vocabulary: 33, 34 – Word Meaning using Dictionary Writing: 23 – Earth: Day, Night, and Seasons 24 – Fields of Change: Spring/Summer 25 – Fields of Change: Autumn/Winter
TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; **STAAR-S**

	Interactive	Activities
5A	13	Books: Desert's Gift Passages: Monkey Brothers and the Hero Twins, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights, Ghost Dancers

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). STAAR-S

	Interactive	Activities
6	12	Poems: A View From Above (collection)
	13	Passages: Night Spirits of the Rain Forest

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events; **STAAR-R**

	Interactive	Activities
	12	Books: Fossil Hunters: The Black Hills Dig, Science Fair
	Teacher Resources	Activities
8A	CBTR 2	Lessons: 24 – Reading for Meaning
	CBTR 3	Lessons: 26 – Reading for Meaning
	CBTR 4	Lessons: 25 – Reading for Meaning
	CBTR 5	Lessons: 21 – Reading for Meaning
	CBTR 6	Lessons: 18 – Reading for Meaning
	CBTR 7	Lessons: 20 – Reading for Meaning
	CBTR 8	Lessons: 19 – Reading for Meaning

	CBTR 9	Lessons: 28 – Reading for Meaning
	CBTR 10	Lessons: 24 – Reading for Meaning
	CBTR 11	Lessons: 15 – Reading for Meaning
	CBTR 12-14	Lessons: 5 – Summarizing
	SBTR	Comprehension: 5 – Summarizing Strategy 6 – Summarizing Strategy
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		
(B) describe the interaction of characters including their relationships and the changes they undergo; STAAR-R		
	Interactive	Activities
8B	8	Decodable Books: The Fox Pack
	9	Decodable Books: Winter Snowstorm, The Wise Crow
TEKS	Istation	
Reading	Interactive	Activities
8B (cont.)	10	Read-Aloud Books: Who Is Following Us? Books: Who is Following Us? Decodable Books: The Hero, The Three Little Bugs, George Washington Carver, Humphrey the Humpback Whale
	11	Decodable Books: The Three Little Bugs, Who is Following Us?
	Teacher Resources	Activities
	SBTR	Comprehension: 37, 38, 39 – Character
	CBTR 10	Lessons: 17 – Comprehension: Character Analysis

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(9) Reading/Comprehension of Literary Text/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. Students are expected to explain the difference in point of view between a biography and autobiography. STAAR-S		
	Interactive	Activities
9	10	Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing; The Strange Noise; Pet Parade, People Send Mail
	11	Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives

	Teacher Resources	Activities
	SBTR	Comprehension: 20, 21, 22 – Drawing Conclusions 13, 23, 24, 68 – Making Inferences

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses. STAAR-S

	Interactive	Activities
10	10	Decodable Books: A Star is Born, Shopping With Mom, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail
	11	Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives

	Teacher Resources	Activities
	SBTR	Comprehension: 20, 21, 22 – Drawing Conclusions 13, 23, 24, 68 – Making Inferences
	CBTR 5	Lessons: 18 – Passage Reading: Prosody
	CBTR 7	Lessons: 16 – Passage Reading: Prosody
	CBTR 8	Lessons: 15, 16 – Passage Reading: Prosody
	CBTR 9	Lessons: 21 – Passage Reading: Prosody

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

	Interactive	Activities
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11	13	Self-Selected Reading: Monkey Brothers and the Hero Twins, Dangerous Snakes, Monkey Trouble, Blowing Bubbles From the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(12) Reading/Comprehension of Informational Text/Culture and History. Students 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. Students are expected to identify the topic and locate the author’s stated purposes in writing the text.		
	Interactive	Activities
12	13	Books: The Rain Forest Howlers, The Desert’s Gift

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		
(A) identify the details or facts that support the main idea; STAAR-R		
	Interactive	Activities
13A	6	Books: Pets - Fish
	7	Decodable Books: Boats, Homes, The Big Game
	9	Decodable Books: Mother Cat and Her Kittens Passages: Ranch Hands, The Colt, Earthworms Help
	10	Passages: Water is a Good Thing, The Strange Noise, Pet Parade, The Water Cycle, George Washington Carver, Insects, Spiders, People Send Mail, Whales, How Mountains Form
	11	Passages: The Dirt Detectives; Hurricanes
	12	Books: Our Solar System, Earth: Day, Night, and Seasons; The Moon, Changing Surface Passages: Exploring Space, Planets, Do your Part, Natural Resources, Water Recycled
	Teacher Resources	Activities
	CBTR 12-14	Lessons: 2 – Main Idea
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; STAAR-R		
	Interactive	Activities
13B	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail HFWS Books: Pam and The Cap
	2	Read-Aloud Books: Pam and the Cap, The Act

	3	Read-Aloud Books: The Garden Trail, Trips With My Family, Lamps Books: Trips With My Family
	4	Decodable Books: Jean and Dean, Meg and the Hen, The Green Team
	5	Books: Where Will They Ride? Decodable Books: Late for the Game, I Rode Home
	6	Books: Pets - Fish Decodable Books: Time to Ride
	8	Decodable Books: The Shrimp and the Shark; Shel and Beth
	9	HFWS Books: The Best Trip Passages: Earthworms Help
	10	HFWS Books: How Can That Be? Decodable Books: A Star is Born, Spiders, How Mountains Form, Humphrey the Humpback Whale, How Can That Be? Passages: Water Cycle, Insects, Going to the Vet
TEKS	Istation	
Reading	Interactive	Activities
13B (cont.)	11	Passages: The Hurricane, The Dirt Detectives
	Teacher Resources	Activities
	SBTR	Comprehension: 13, 23, 24, 68 – Making Inferences
TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:		
(C) identify explicit cause and effect relationships among ideas in texts; STAAR-R		
	Interactive	Activities
13C	10	Decodable Books: A Star is Born, The Hero, The Three Little Bugs, Humphrey the Humpback Whale Passages: Water is a Good Thing, The Strange Noise, Pet Parade, People Send Mail
TEKS	Istation	
Reading	Interactive	Activities
	11	Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless, The Dirt Detectives
	Teacher Resources	Activities
	CBTR 5	Lessons: 18 – Passage Reading: Prosody
	CBTR 7	Lessons: 16 – Passage Reading: Prosody
	CBTR 8	Lessons: 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody
	CBTR 9	Lessons: 21 – Passage Reading: Prosody
TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text. **STAAR-R**

	Interactive	Activities
13D	10	Decodable Books: A Star is Born; The Hero; The Three Little Bugs; Humphrey the Humpback Whale Passages: Water is a Good Thing; The Strange Noise; Pet Parade; People Send Mail
	11	Decodable Books: The Three Little Bugs Passages: From Fearful to Fearless; The Dirt Detectives

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) follow and explain a set of written multi-step directions; and

	Interactive	Activities
15A	13	Passages: Blowing Bubbles From the Rain Forest

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(B) locate and use specific information in graphic features of text. **STAAR-S**

	Interactive	Activities
15B	13	Passages: Dangerous Snakes

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(16) Reading/Media Literacy. 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. Students are expected to:

(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article). **STAAR-S**

	Teacher Resources	Activities
16C	SBTR	Writing: 40, 41, 42 – Power for the Planet 1, 2, 3

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);

	Teacher Resources	Activities
17A	SBTR	Writing: 25 – Fields of Change: Autumn/ Winter 26 – The Moon 30 – Earth: The Changing Surface 34 – The Rain Forest Howlers, Chapter 1 40, 41, 42 – Power for the Planet 1, 2, 3
	WR	Paragraph Building: Unit 1 – Ideas Essay Writing: Personal Narrative/Unit 2 – Planning
TEKS	Istation	
Reading	Interactive	Activities
17A (cont.)	WR	Paragraph Building: Ideas Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

	Teacher Resources	Activities
17B	SBTR	Writing: 26 – The Moon 40, 41, 42 – Power for the Planet 1, 2, 3
	WR	Essay Writing: Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

	Teacher Resources	Activities
17C	SBTR	Writing: 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View From Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1, 2 40, 41, 42 – Power for the Planet 1, 2, 3
	WR	Paragraph Building: Unit – 5 Sentence Fluency; Unit – 6 Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Sentence Fluency Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and

	Teacher Resources	Activities

17D	SBTR	Writing: 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View From Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1, 2 40, 41, 42 – Power for the Planet 1, 2, 3
	WR	Paragraph Building: Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 4 – Revising and Editing
	Interactive	Activities
	WR	Paragraph Building: Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(E) publish written work for a specific audience.

	Teacher Resources	Activities
17E	SBTR	Writing: 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View From Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1, 2 40, 41, 42 – Power for the Planet 1, 2, 3
	WR	Paragraph Building: Unit 3 - Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait; Voice Trait; Sentence Fluency Trait; Word Choice Trait; Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and		
	Teacher Resources	Activities
18A	SBTR	Writing: 29 – Fossil Hunters: The Black Hills Dig 34 – The Rain Forest Howlers, Chapter 1 35 – The Rain Forest Howlers, Chapter 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

	Teacher Resources	Activities
18B	SBTR	Writing: 27 – A View From Above 34 – The Rain Forest Howlers

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

	Teacher Resources	Activities
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19	SBTR	Writing: 2 – See Sam Sit 3 – Dots and Spots 5 – Fred Has Ten Hens 7 – Fun at Home 8 – Late for the Game 9 – The Dunes 10 – Where is Jane? 12 – Boats 13 – A Big Sneeze 15 – Mitch’s Big Fish Tales
	WR	Paragraph Building: Unit 3 – Voice, Unit 5 – Sentence Fluency Essay Writing: Personal Narrative/Units 2 – Planning, Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Sentence Fluency Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create brief compositions that:		
(i) establish a central idea in a topic sentence;		
	Teacher Resources	Activities
20Ai	SBTR	Writing: 25 – Fields of Change: Autumn/ Winter
	Interactive	Activities
	WR	Paragraph Building: Conventions

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(A) create brief compositions that:		
(ii) include supporting sentences with simple facts, details, and explanations, and		
	Teacher Resources	Activities
20A ii	SBTR	Writing: 25 – Fields of Change: Autumn/ Winter
	Interactive	Activities
	WR	Paragraph Building: Conventions

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		

(A) create brief compositions that:		
(iii) contain a concluding statement;		
	Teacher Resources	Activities
20A iii	SBTR	Writing: 26 – The Moon 40, 41, 42 – Power for the Planet 1, 2, 3
	Interactive	Activities
	WR	Paragraph Building: Conventions

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and		

	Teacher Resources	Activities
20B	SBTR	Writing: 23 – Earth: Day, Night and Seasons 34 – The Rain Forest Howlers, Chapter 1

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:		
(C) write responses to literary or expository texts that demonstrate an understanding of the text.		

	Interactive	Activities
20C	13	Self-Selected Passages: Monkey Trouble, Monkey Brothers and the Hero Twins, Dangerous Snakes, Blowing Bubbles from the Rain Forest, The Lost Treasure of the Ruby Dagger, Night Spirits of the Rain Forest, The Mystery of the Phoenix Lights

TEKS	Istation	
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Third Grade Reading	Reading Curriculum	
(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.		
	Teacher Resources	Activities
21	SBTR	Writing: 16 – The Best Trip 33 – Brookside's Best Science Fair Ever!

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(i) verbs (past, present, and future);		
	Teacher Resources	Activities
22A i	SBTR	Writing: 21 – Our Solar System 26 – The Moon
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice, Unit 5 - Sentence Fluency, Unit 6 - Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting, Unit 4 – Editing and Revising

TEKS	Istation	
Reading	Interactive	
22A i (cont.)	WR	Paragraph Building: Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(ii) nouns (singular/plural, common/proper);		
	Teacher Resources	Activities
22A ii	SBTR	Writing: 21 – Our Solar System

	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency, Unit 6 - Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);		
	Teacher Resources	Activities
22Aiii	SBTR	Writing: 24 – Fields of Change: Spring/ Summer
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iv) adverbs;		
	Teacher Resources	Activities
22Aiv	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency, Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(v) prepositions and prepositional phrases;		
	Teacher Resources	Activities
22Av	SBTR	Writing: 21 – Our Solar System 24 – Fields of Change: Spring/ Summer 30 – The Changing Surface
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vi) possessive pronouns;		
	Teacher Resources	Activities
22A vi	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
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Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vii) coordinating conjunctions (e.g., and, or, but); and		
	Teacher Resources	Activities
22A vii	SBTR	Writing: 26 – The Moon 27 – A View From
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(viii) time-order transition words and transitions that indicate a conclusion;		
	Teacher Resources	Activities
22A viii	SBTR	Writing: 24 – Fields of Change: Spring/ Summer 34 – The Rain Forest Howlers, Chapter 1
	WR	Paragraph Building: Unit 2 – Organization, Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait; Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(B) use the complete subject and the complete predicate in a sentence

	Teacher Resources	Activities
22B	SBTR	Writing: 24 – Fields of Change: Spring/ Summer 34 – The Rain Forest Howlers, Chapter 1
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

(C) use complete simple and compound sentences with correct subject-verb agreement.

	Teacher Resources	Activities
22 C	SBTR	Writing: 24 – Fields of Change: Spring/ Summer 34 – The Rain Forest Howlers, Chapter 1

TEKS	Istation	
Reading	Teacher Resources	Activities
22C (cont.)	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) write legibly in cursive script with spacing between words in a sentence;

	Teacher Resources	Activities
23A	SBTR	Writing: 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View From Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1, 2 40, 41, 42 – Power for the Planet 1, 2, 3

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) use capitalization for:

(i) geographical names and places;

	Teacher Resources	Activities
23Bi	SBTR	Writing: 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Autumn/ Winter 35 The Rain Forest Howlers, Chapter 2
	WR	Paragraph Building: Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 1 – PN Characteristics, Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) use capitalization for:

(ii) historical periods; and

	Teacher Resources	Activities
23Bii	SBTR	Writing: 30 – The Changing Surface

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(B) use capitalization for:

(iii) official titles of people;

	Teacher Resources	Activities
23Biii	SBTR	Writing: 23 – Earth: Day, Night and Seasons 25 – Fields of Change: Autumn/ Winter 35 – The Rain Forest Howlers, Chapter 2
	WR	Paragraph Building: Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(C) recognize and use punctuation marks including:

(i) apostrophes in contractions and possessives; and

	Teacher Resources	Activities
23C i	SBTR	Writing: 24 – Fields of Change: Spring/ Summer 27 – A View From Above 30 – The Changing Surface
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(C) recognize and use punctuation marks including:

(ii) commas in series and dates; and

	Interactive	Activities
23C ii	13	Books: The Desert's Gift
	Teacher Resources	Activities

	SBTR	Writing: 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Spring/ Summer 26 – The Moon 27 – A View From Above 35 – The Rain Forest Howlers, Chapter 2
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(D) use correct mechanics including paragraph indentations:

	Teacher Resources	Activities
23D	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency, Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 3 – Drafting, Unit 4 – Editing and Revising
	Interactive	Activities

	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;

	Teacher Resources	Activities
24A	CBTR 0	Lessons: 7 – Segmenting Spoken Words Game 8 – Blending spoken sounds into Words

TEKS	Istation	
Reading	Teacher Resources	Activities
24A (cont.)	CBTR 0	Lessons: 12 – Ending sounds with Sounds Squares 13 – Ending Sounds 14 – Middle Sounds
	CBTR 1	Lessons: 12 – Blend Sounds to Say Words 13 – Blend Sounds to Read Words 14 – Rapid Letter and Word Naming 15 – Read Sentences with HFWs and, the, see, has
	CBTR 2	Lessons: 9 – Vowel Sound /i/ 10 – Vowel Sound /i/ and Letter i 11 – Vowel Sounds and Letters /a/ and /i/ 12 – Middle Sounds 13 – Middle Sounds: Decorator Service Game 16 – Blending Beginning/ Middle/ Ending Sounds with Letters 17 – Blend Sounds with Letters t, l, s, l 18 – Blend Sounds with Letters to Read Words 19 – Read CVC Words with Short i 20 – Rhyming Phonograms 21 – Rapid Letter and Word Naming 22 – Read Sentences with HFWs this, is, his, go 23 – Spelling with short /a/ and short /i/ 24 – Reading for Meaning

	CBTR 3	Lessons: 6 – Vowel sound /o/ 7 – Vowel Sound /o/ and Letter o 8 – Vowel Sounds and Letters /i/ and /o/ 9 – Blending Beginning/Middle/ Ending sounds with Letters 10 – Blend Sounds with Letters to Read Words 20 – Rhyme Phonograms, Short Vowels 21 – Rhyme Phonograms, Long Vowels 23 – Read Sentences with HFWs they, you, are, here 24 – Spelling with s-blend and short /o/ 25 – Spelling Long A /ai/ and Long O /oa/ 26 – Reading for Meaning
	CBTR 4	Lessons: 6 – Vowel Sound /e/ 7 – Vowel Sound /e/ and letter e 8 – Vowel Sounds /o/ and /e/ 9 – Blending Beginning/Middle/ Ending Sounds with Letters 18 – Rhyme Phonograms, Short Vowels 19 – Rhyme Phonograms, Long Vowels 21 – Read Sentences with HFWs with, my, where, to 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 24 – Spelling Long E with /ee and /ea/ 25 – Reading for Meaning
	CBTR 5	Lessons: 6 – Vowel Sound /u/ 7 – Vowel Sound /u/ and Letter u 8 – Blending Beginning/Middle/Ending Sounds with Letters 15 – Rhyme Phonograms, Long Vowels 17 – Read Sentences with HFWs what, said, her, for 18 – Passage Reading: Prosody 19 – Spelling with Short /u/ and Blends 20 – Spelling CVCe with a_e and o_e 21 – Reading for Meaning

TEKS	Istation	
Reading	Teacher Resources	Activities
24A (cont.)	CBTR 6	Lessons: 6 – Read and Spell Words with Short Vowel Sounds 7 – Blending Beginning/Middle/Ending sounds with Letters 14 – Rhyme Phonograms, Long Vowels, Silent e 16 – Read Sentences with HFWs was, that, from, she 17 – Spelling CVCe with i_e, and u_e 18 – Reading for Meaning
	CBTR 7	Lessons: 8 – Open Syllables (me, go, by) 15 – Read HFWs 16 – Passage Reading: Prosody 20 – Reading for Meaning
	CBTR 8	Lessons: 14 – Read HFWs 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody 19 – Reading for Meaning
	CBTR 9	Lessons: 24 – Spelling Words with ch and -tch 27 – Spelling Words with oi and oy
	CBTR 10	Lessons: 22 – Spelling with endings y and le
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 – Conventions Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(B) spell words with more advanced orthographic patterns and rules:

(i) consonant doubling when adding an ending

	Interactive	Activities
24B i	10	Lessons: Verb Dog - Doubling final consonants
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 10	Lessons: 3 – Inflected Ending -ing 4 – Inflected Ending -ed
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(B) spell words with more advanced orthographic patterns and rules:

(ii) dropping final “e” when endings are added (e.g., -ing, -ed);

	Interactive	Activities
24B ii	11	Lessons: Inflected Ending: Nouns Inflected Ending : Verbs
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 9	Lessons: 13 – Inflected Ending -s 14 – Inflected Ending -ing 15 – Inflected Ending -ed
	CBTR 11	Lessons: 5 – Inflected endings
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with more advanced orthographic patterns and rules:		
(iii) changing y to i before adding an ending		
	Interactive	Activities
24B iii	11	Lessons: Inflected Ending: Nouns Inflected Ending : Verbs
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 9	Lessons: 13 – Inflected Ending -s 14 – Inflected Ending -ing 15 – Inflected Ending -ed
	CBTR 10	Lessons: 23 – Spelling-Changing the y to i
	CBTR 11	Lessons: 5 – Inflected endings
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with more advanced orthographic patterns and rules:		
(iv) double consonants in middle of words		
	Teacher Resources	Activities
24B iv	SBTR	Phonics: 13 – Decoding Multisyllabic Words
	CBTR 9	Lessons: 26 – Spelling Multisyllabic Words
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting, Unit 4 – Editing and
	Interactive	Activities
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with more advanced orthographic patterns and rules:		
(v) complex consonants (e.g., scr-, -dge, -tch)		
	Interactive	Activities
24B v	6	Lessons: Consonant Blends (sc, sk, scr)
	9	Lessons: Digraph: (tch) In Context Reading: (tch) Word Masters Books: Treasure at Pirate's Bay
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait; Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 6	Lessons: 13 – Beginning and Ending Blends sc, sk, scr
	CBTR 9	Lessons: 24 – Spelling Words with ch and tch
	CBTR 10	Lessons: 13 – Review Digraphs sh, ch, tch, th, wh, ph
	WR	Paragraph Building: Unit 3 – Voice, Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting, Unit 4 – Editing and Revising

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(B) spell words with more advanced orthographic patterns and rules:		
(vi) abstract vowels (e.g., ou as in could, touch, through, bought);		
	Interactive	Activities
24B vi	3	Word Masters Books: The Lost Island Games: Word Masters Spelling Game
	4	Word Masters Books: The Great Pig Escape Games: Word Masters Spelling Game
	5	Word Masters Books: Fun at Pine Cone Stream Games: Word Masters Spelling Game
	6	Word Masters Books: The Kid in the Mask Games: Word Masters Spelling Game
	7	Word Masters Books: The Case of the Haunted Barn Games: Word Masters Spelling Game
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait; Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities

	CBTR 6	Lessons: 12 – Blend Sounds with Letters to Read and Spell Words
	CBTR 10	Lessons: 6 – Spell and Read Words with ow and ou 16 – Spell and Read words with Vowel Digraphs aw and au
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(C) spell high-frequency and compound words from a commonly used list		
	Interactive	Activities
24C	1	High Frequency Words (HFWs): and, has, see, the HFWs Books: Pam and The Cap
	2	Read-Aloud Books: Pam and the Cap HFWs: go, his, is, this HFWs Books: Tim at Camp
	3	HFWs: they, you, are, here HFWs Books: On the Dot
	4	HFWs: with, my, where, to HFWs Books: My Hands and Feet
	5	HFWs: what, said, her, for HFWs Books: The Bun for Us Games: Rapid Word Naming Game [Virus Game-HFWs]

TEKS	Istation	
Reading	Interactive	Activities
24C (cont.)	6	HFWs: was, that, from, she HFWs Books: Where is Jane? Games: Rapid Word Naming Game [Virus Game-HFWs]
	7	HFWs: do, have, come, of, their, some HFWs Books: Hide and Seek Games: Rapid Word Naming Game [Virus Game-HFWs]
	8	HFWs Books: I Like to Help
	9	HFWs Books: The Best Trip
	10	HFWs Books: How Can That Be?
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 1	Lessons: 15 – Read Sentences with HFWs: and, the, see, has
	CBTR 2	Lessons: 22 – Read Sentences with HFWs: this, is, his, go
	CBTR 5	Lessons: 18 – Passage Reading: Prosody
	CBTR 7	Lessons: 16 – Passage Reading: Prosody
	CBTR 8	Lessons: 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody

	CBTR 9	Lessons: 20 – Read HFWs
	CBTR 10	Lessons: 18 – HFWs 19 – Read HFWs in Sentences
	CBTR 11	Lessons: 13 – HFWs
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice, Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);		
	Interactive	Activities
24D	9	Lessons: Multisyllabic Words: two syllable words
	11	Lessons: Multisyllabic Words
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 7	Lessons: 19 – Spelling Compound Words
	CBTR 9	Lessons: 26 – Spelling Multisyllabic Words
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);		
	Interactive	Activities
24E	11	Lessons: Homophones: pear/pair, son/sun, past/passed
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	SBTR	Vocabulary: 24, 25, 26 – Homophones Writing: 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 27 – A View From Above 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever!
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(F) spell complex contractions (e.g., should've, won't);		
	Interactive	Activities
24F	11	Lessons: Contractions: has, not, will, would, is, had are, have In Context Reading with Contractions
	WR	Paragraph Building: Organization Trait, Voice Trait, Word Choice Trait, Sentence Fluency Trait, Conventions Essay Writing: Personal Narrative
	Teacher Resources	Activities
	CBTR 11	Lessons: 10 – Contractions
	WR	Paragraph Building: Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency Essay Writing: Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing and Revising

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:		
(G) use print and electronic resources to find and check correct spellings.		
	Teacher Resources	Activities
24G	SBTR	Writing: 23 – Earth: Day, Night, and Seasons 24 - Fields of Change: Spring/ Summer 25 – Fields of Change Autumn/ Winter 42 – Power for the Planet 3
	WR	Paragraph Building: Unit 6 – Conventions Essay Writing: Personal Narrative/Unit 4 – Editing and Revising
	Interactive	Activities
	WR	Essay Writing: Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and		
	Teacher Resources	Activities
25A	SBTR	Writing: 20 – George Washington Carver 25 – Fields of Change: Autumn/ Winter 26 – The Moon 30 – The Changing Surface 34 – The Rain Forest Howlers, Chapter 1 40 – Power for the Planet 1

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:		
(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.		
	Teacher Resources	Activities
25B	SBTR	Writing: 26 – The Moon 42 – Power for the Planet 3

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:		
(i) student-initiated surveys, on-site inspections, and interviews;		
	Teacher Resources	Activities
26A i	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:		
(ii) data from experts, reference texts, and online searches; and		
	Teacher Resources	Activities
26A ii	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:		
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		
	Teacher Resources	Activities
26A iii	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);		
	Teacher Resources	Activities
26B	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(C) take simple notes and sort evidence into provided categories or an organizer;		
	Teacher Resources	Activities
26C	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(D) identify the author, title, publisher, and publication year of sources; and		
	Teacher Resources	Activities
26D	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:		
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.		
	Teacher Resources	Activities
26E	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).		
	Teacher Resources	Activities
27	SBTR	Writing: 41 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.		
	Teacher Resources	Activities
28	SBTR	Writing: 42 – Power for the Planet - 3 46 – Coral Reefs 3 49 – Ecosystem 3

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and		
	Teacher Resources	Activities

29A	SBTR	Writing: 26 – The Moon 29 – Fossil Hunters: The Black Hills Dig 33 – Brookside’s Best Science Fair Ever! 34 The Rain Forest Howlers, Chapter 1
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TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.		
	Interactive & Teacher Resources	Activities
29B		All Lessons

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.		
	Interactive & Teacher Resources	Activities
30		All Lessons

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.		
	Interactive & Teacher Resources	Activities
31		All Lessons

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed; critical readers. The student is expected to:</p>		
<p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p>		
	Interactive	Activities
R/CS A	1	Read-Aloud Books: Dusty the Dog and Coco the Cat, Mac and Cam, Clem the Clown, Sam Has Mail
	2	Read-Aloud Books: Dusty and Coco, Pam and the Cap, The Act, Where is Coco?

TEKS	Istation	
Reading	Interactive	Activities
R/CS A (cont.)	3	Read-Aloud Books: The Garden Trail, Cal and Clam, Trips With My Family, Lamps HFWs: they, you, are, here
	4	Read-Aloud Books: Fun with Friends, Sam Has Mail, The Cleaning Attack
	5	Read-Aloud Books: Pat’s Cat, Rain Drops, Pals, Surprise!
	6	Read-Aloud Books: Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand
	7	Read-Aloud Books: Fun at the Pond, Where Will They Ride?
	10	Read-Aloud Books: Return to Lost Island, Who Is Following Us?

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>		
<p>(B) ask literal, interpretive, and evaluative questions of text;</p>		
	Teacher Resources	Activities
R/CS B	SBTR	Comprehension: 3, 4, 69 – Asking Questions

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>		
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>		
	Interactive & Teacher Resources	Activities
R/CS C		All Books

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>		
<p>(D) make inferences about text and use textual evidence to support understanding; STAAR-R (fiction) STAAR-S (Literary nonfiction, Poetry)</p>		
	Interactive	Activities
R/CS D	11	<p>Books: The Three Little Bugs Passages: From Fearful to Fearless; The Dirt Detectives</p>
	12	<p>Books: Fields of Change: Spring; Autumn Passages: The Dirt Detectives</p>
	13	<p>Books: The Desert’s Gift; The Rain Forest Howlers: Welcome to the Rain Forest</p>

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p>		
<p>(E) summarize information in text, maintaining meaning and logical order; STAAR-R (fiction) STAAR-S (Literary non-fiction, Poetry)</p>		
	Interactive	Activities
R/CS E	11	<p>Books: The Three Little Bugs</p>
	12	<p>Books: Brookside’s Best Science Fair Ever!</p>