

# Reading & Writing Sourcebook

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correlated to

## Texas Essential Knowledge and Skills (TEKS)

Grade 3



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**READING & WRITING SOURCEBOOK ©2002**  
**correlated to**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
*3*  
**Grade 3**

(b) Knowledge and Skills.

**(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences.**

<b>Objective</b>	<i>Reading and Writing Sourcebook, Grade 3</i>
The student is expected to:	
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	22
(B) respond appropriately and courteously to directions and questions (K-3);	21, 102
(C) participate in rhymes, songs, conversations, and discussions (K-3);	The Following Matches Provide Opportunities to Meet this Objective: 23-26, 43-46, 53-56, 71-72, 79-84, 91-95, 103-110, 127-130, 149-152, 159-162
(D) listen critically to interpret and evaluate (K-3);	The Following Matches Provide Opportunities to Meet this Objective: 33-35, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 127-130, 149-152, 169-170
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	23-26
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).	The Following Matches Provide Opportunities to Meet this Objective: 6-9, 23-26, 43-46

**(2) Listening/speaking/ culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.**

<b>Objective</b>	<i>Reading and Writing Sourcebook, Grade 3</i>
The student is expected to:	
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	21, 102, 158
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).	168

**(3) Listening/speaking/ audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	21, 68, 102, 114
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	21, 102, 158, 168
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3).	The Following Matches Provide Opportunities to Meet this Objective: 23-26, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162, 169-170

**(4) Listening/speaking/ communication. The student communicates clearly by putting thoughts and feelings into spoken words.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3).	The Following Matches Provide Opportunities to Meet this Objective: 21, 102, 158, 168

**(5) Reading/word identification. The student uses a variety of word identification strategies.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) decode by using all letter-sound correspondences within a word (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 13-16, 23-26, 53-56, 71-72, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	27, 47, 121
(C) identify multisyllabic words by using common syllable patterns (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 23-26, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162, 169-170
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	17, 85, 163, 171
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	The Following Matches Provide Opportunities to Meet this Objective: 6-9, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 169-170
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	Opportunities exist throughout the text to meet this objective. See, for example, pages 13-16, 23, 33-35, 53-56, 79-84, 91-95, 103-110, 116, 149-152, 171

**(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 13-16, 23, 33-35, 53-56, 79-84, 91-95, 103-110, 116, 149-152, 171
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);	23, 136
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and	The Following Matches Provide Opportunities to Meet this Objective: 30, 50, 68, 76, 88, 100, 124, 146, 156, 174
(E) read silently for increasing periods of time (2-3).	Opportunities exist throughout the text to meet this objective. See, for example, pages 13-16, 23, 33-35, 53-56, 79-84, 91-95, 103-110, 116, 149-152, 171

**(7) Reading/variety of texts. The student reads widely for different purposes in varied sources.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 13-16, 23, 33-35, 53-56, 79-84, 91-95, 103-110, 116, 149-152, 171
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 6-9, 11-16, 21, 33-35, 53-56, 79-84, 103-110, 149-152
(C) read to accomplish various purposes, both assigned and self-selected (2-3).	Opportunities exist throughout the text to meet this objective. See, for example, pages 5, 23, 33, 53-56, 79-84, 91-95, 103-110, 116, 148, 171

**(8) Reading/ vocabulary development. The student develops an extensive vocabulary.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);	The Following Matches Provide Opportunities to Meet this Objective: 13-16, 23, 33-35, 53-56, 79-84, 91-95, 103-110, 116, 149-152, 169
(B) develop vocabulary through reading (2-3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15, 23, 33, 53, 63, 79, 94, 117, 152, 170
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 16, 24, 34, 53, 63, 71, 94, 117, 149, 162
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	The Following Matches Provide Opportunities to Meet this Objective: 17, 24, 33, 53, 63, 79, 94, 117, 149, 170

**(9) Reading/ comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);	32, 42, 62, 70, 79, 126, 148
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);	32, 52, 62, 91, 116, 126, 136, 148
(C) retell or act out the order of important events in stories (K-3);	14, 15, 34, 35, 44, 114, 162
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	16, 35, 50, 68, 71, 84, 91, 120, 130, 162
(E) draw and discuss visual images based on text descriptions (1-3);	6, 23, 43, 137-142
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	12, 25, 44, 52, 70, 78, 94, 120, 129, 136
(G) identify similarities and differences across texts such as in topics, characters, and themes (3);	The Following Matches Provide Opportunities to Meet this Objective: 6-9, 21
(H) produce summaries of text selections (2-3);	15, 39, 40, 44, 55, 92, 162
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	62, 97, 172
(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	The Following Matches Provide Opportunities to Meet this Objective: 79-84, 127-130
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	Opportunities exist throughout the text to meet this objective. See, for example, pages 15, 20, 35, 40, 52, 68, 84, 94, 118, 144

**(10) Reading/ literary response. The student responds to various texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);	7, 15, 23, 26, 46, 105, 128, 137-142, 151, 160
(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);	33, 35, 37, 39, 66, 97
(C) support interpretations or conclusions with examples drawn from text (2-3); and	16, 37, 113, 172
(D) connect ideas and themes across texts (1-3).	The Following Matches Provide Opportunities to Meet this Objective: 13-16, 23-26, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162, 169-170

**(11) Reading/ text structures/literary concepts. The student analyzes the characteristics of various types of texts.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	66
(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);	47
(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	66, 121
(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);	The Following Matches Provide Opportunities to Meet this Objective: 13-16, 23-26, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162, 169-170
(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	The Following Matches Provide Opportunities to Meet this Objective: 6-9, 13-16, 23-26, 43-46, 79-84, 103-110, 127-130, 137-142, 149-152, 159-162, 169-170
(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	14, 103-110, 112, 113, 127, 132, 133, 144, 150, 172, 173
(I) identify the importance of the setting to a story's meaning (1-3); and	127, 144, 150, 164
(J) recognize the story problem(s) or plot (1-3).	15, 144

**(12) Reading/ inquiry/research. The student generates questions and conducts research using information from various sources.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);	53, 62, 122
(G) organize information in systematic ways, including notes, charts, and labels (3);	37, 53, 63, 122, 129
(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);	39, 99, 123
(I) use compiled information and knowledge to raise additional, unanswered questions (3); and	52, 62, 90, 126
(J) draw conclusions from information gathered (K-3).	64, 71, 78, 84, 132

**(13) Reading/ culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and	79, 103-110, 149-152, 168
(B) compare experiences of characters across cultures (K-3).	The Following Matches Provide Opportunities to Meet this Objective: 63-64, 149-152, 137-142, 169-170

**(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) write to record ideas and reflections (K-3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 20, 87, 90, 155
(B) write to discover, develop, and refine ideas (1-3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 58
(C) write to communicate with a variety of audiences (1-3); and	19-20, 39, 59, 67, 87
(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).	Opportunities exist throughout the text to meet this objective. See, for example, pages 19-20, 29, 37, 49, 59, 67, 87, 134, 145, 155, 163

**(15) Writing/ penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) gain more proficient control of all aspects of penmanship (3); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 15, 33, 50, 62, 75, 87, 93, 105, 119, 133
(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).	20, 40, 50, 76, 88, 100, 114

**(16) Writing/ spelling. The student spells proficiently.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	27
(B) spell multisyllabic words using regularly spelled phonogram patterns (3);	The Following Matches Provide Opportunities to Meet this Objective: 17, 27, 36, 73, 85, 96, 121, 143, 153, 171
(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3);	57, 73, 111, 131, 153
(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3);	The Following Matches Provide Opportunities to Meet this Objective: 27, 47, 57, 73, 85, 111, 131, 143, 153, 163
(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);	36, 143

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6);	The Following Matches Provide Opportunities to Meet this Objective: 17, 36, 47, 73, 96, 111, 131, 143, 153, 171
(G) spell words ending in -tion and -sion such as station and procession (3); and	The Following Matches Provide Opportunities to Meet this Objective: 27, 47, 73, 85, 111, 131, 143, 163, 171
(H) use resources to find correct spellings, synonyms, or replacement words (1-3).	The Following Matches Provide Opportunities to Meet this Objective: 29-30, 39-40, 49-50, 67-68, 75-76, 87-88, 99, 113-114, 123-124, 145-146

**(17) Writing/ grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) use correct irregular plurals such as sheep (3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(D) compose sentences with interesting, elaborated subjects (2-3); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145

**(18) Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);	18, 22, 28, 48, 58, 122, 132, 144, 154, 168
(B) develop drafts (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	20, 29, 30, 40, 50, 60, 76, 113, 124, 134, 146, 156
(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145

**(19) Writing/ evaluation. The student evaluates his/her own writing and the writing of others.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(B) respond constructively to others' writing (1-3);	30, 124
(C) determine how his/her own writing achieves its purposes (1-3);	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145
(D) use published pieces as models for writing (2-3); and	29-30, 38-39, 48-49, 122-123, 144-145, 164-165
(E) review a collection of his/her own written work to monitor growth as a writer (2-3).	The Following Matches Provide Opportunities to Meet this Objective: 29, 39, 49, 59, 75, 87, 99, 113, 123, 145

**(20) Writing/ inquiry/research. The student uses writing as a tool for learning and research.**

<b>Objective</b>	<b><i>Reading and Writing Sourcebook, Grade 3</i></b>
The student is expected to:	
(A) write or dictate questions for investigating (2-3);	52, 62, 90, 126
(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);	Opportunities exist throughout the text to meet this objective. See, for example, pages 22, 32, 59, 62, 70, 81, 90, 120, 126, 168
(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 16, 35, 55, 63, 91, 104, 119, 127, 137, 151
(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).	The Following Matches Provide Opportunities to Meet this Objective: 37, 58-59, 66-67, 74-75, 97-99, 122-123