Daily Decks Scope and Sequence

Grade 3

Prepared by Randi Whitney

© 2026 The Writing Academy®, LLC

Daily Decks Scope and Sequence: Grade 3

All nineteen Daily Deck sets for Grade 3, week by week. Every set that runs 36 weeks follows the same Prepare and Cluster 1 to 8 calendar, one module per week. Editing Part Two runs 30 weeks and Editing Part 3 runs 12 weeks. For the other sets, each row names the passage, the skill focus, the thinking level, a state assessment style question stem, and the distractor trap the week teaches students to avoid. The Editing Part 3 table shows the week number, its title, its skill focus, and its TEKS code. Where the content comes from. For the fourteen established sets (Figurative Language through Context Clues), the week, unit, and skill focus come from each set's published scope and sequence. Evidence, Paraphrasing, and Context Clues name the deck's own passage. For sets that do not center on one passage, the Passage column shows the class reading passage that week, for reference. Stems and traps for these sets come from the state assessment research brief for all Daily Deck sets and are filled in only where the week's focus matches a released item pattern; a blank stem or trap cell means the week is taught as its skill focus only. Stems use a blank (__) where the sentence or paragraph number depends on the passage. The four newest sets (Inferencing, Theme, Text Structure, and Author's Purpose) were authored week by week with a passage, stem, and trap for every week. A final section lists additional triplet slide deck sets for Grade 3.

Figurative Language (36 weeks)
Literary Devices (36 weeks)
Morphemes (36 weeks)
Paraphrasing (36 weeks)
Spelling (36 weeks)
Text Structure (36 weeks)
Author's Purpose (36 weeks)
Writing (36 weeks)
Evidence (36 weeks)
Explanation (36 weeks)
Editing Part One (36 weeks)
Editing Part Two (30 weeks)
Word Choice (36 weeks)
Syllable Types (36 weeks)
Context Clues (36 weeks)
Inferencing (36 weeks)
Theme (36 weeks)
Editing Part 3 (12 weeks)
Revising (36 weeks)

Thinking levels follow the cluster calendar for the other sets: Prepare is Foundational, Clusters 1 and 2 Emergent, Clusters 3 and 4 Visible, Clusters 5 and 6 Independent, Clusters 7 and 8 Reflective. Within every week students move from Monday notice to Friday defend.

Purpose and message. The author's purpose is passage-specific: why the author wrote this text or included this part. The author's message is global: a big life lesson that reaches beyond the passage and is still true for readers anywhere. Theme (in stories, poems, and drama) is also a big life lesson. When a cluster has no literary passage, Theme weeks reread a story or poem from earlier in the year.

Sources: Texas Education Agency, released state assessment Reading Language Arts tests (May 2022, Grades 3 to 5; 2021 Grade 4 Writing) and state assessment RLA answer keys and rationales, 2023 to 2025. TEKS: 19 TAC 110.5 to 110.7. © 2026 The Writing Academy®, LLC. All rights reserved.

Figurative Language · TEKS 3.10D; 3.3D

Grade 3: describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; 3D: idioms.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Personification TEKS 3.10D	Foundational	What is the most likely reason the author uses personification in line __?	Literal reading of the comparison
2	Prepare Module 2	The Recess Question class passage this week	Literal and Figurative Language TEKS 3.10D	Foundational	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Imagery TEKS 3.10D	Foundational	What is the most likely reason the poet includes this imagery?	Describes, not purpose
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Onomatopoeia TEKS 3.10D	Foundational	What is the most likely reason the poet uses this sound device in lines __?	Describes, not purpose
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Metaphor TEKS 3.10D	Emergent	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Metaphor TEKS 3.10D	Emergent	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Idiom TEKS 3.10D	Emergent	What does the idiom in paragraph __ mean?	Idiom read word by word
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Simile TEKS 3.10D	Visible	What is the most likely reason the author uses a simile in line __?	Literal reading of the comparison
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Metaphor TEKS 3.10D	Visible	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Idiom TEKS 3.10D	Visible	What does the idiom in paragraph __ mean?	Idiom read word by word
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Literal and Figurative Language TEKS 3.10D	Visible	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Idiom TEKS 3.10D	Visible	What does the idiom in paragraph __ mean?	Idiom read word by word
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Metaphor TEKS 3.10D	Visible	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison

Figurative Language

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Idiom TEKS 3.10D	Visible	What does the idiom in paragraph __ mean?	Idiom read word by word
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Literal and Figurative Language TEKS 3.10D	Visible	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Imagery TEKS 3.10D	Independent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Literal and Figurative Language TEKS 3.10D	Independent	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Idiom TEKS 3.10D	Independent	What does the idiom in paragraph __ mean?	Idiom read word by word
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Literal and Figurative Language TEKS 3.10D	Independent	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
25	Cluster 6 Module 1	Crash class passage this week	Onomatopoeia TEKS 3.10D	Independent	What is the most likely reason the poet uses this sound device in lines __?	Describes, not purpose
26	Cluster 6 Module 2	Crash class passage this week	Imagery TEKS 3.10D	Independent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
27	Cluster 6 Module 3	Crash class passage this week	Idiom TEKS 3.10D	Independent	What does the idiom in paragraph __ mean?	Idiom read word by word
28	Cluster 6 Module 4	Crash class passage this week	Metaphor TEKS 3.10D	Independent	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Metaphor TEKS 3.10D	Reflective	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Simile TEKS 3.10D	Reflective	What is the most likely reason the author uses a simile in line __?	Literal reading of the comparison
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Imagery TEKS 3.10D	Reflective	What is the most likely reason the poet includes this imagery?	Describes, not purpose
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Personification TEKS 3.10D	Reflective	What is the most likely reason the author uses personification in line __?	Literal reading of the comparison
33	Cluster 8 Module 1	A Place to Grow class passage this week	Imagery TEKS 3.10D	Reflective	What is the most likely reason the poet includes this imagery?	Describes, not purpose
34	Cluster 8 Module 2	People Make the Difference class passage this week	Personification TEKS 3.10D	Reflective	What is the most likely reason the author uses personification in line __?	Literal reading of the comparison
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Literal and Figurative Language TEKS 3.10D	Reflective	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Imagery TEKS 3.10D	Reflective	What is the most likely reason the poet includes this imagery?	Describes, not purpose

Literary Devices · TEKS 3.10E; 3.10F; 3.10G; 3.9B; 3.9C

Grade 3: identify the use of literary devices, including first- or third-person point of view; 10F voice; 10G identify and explain the use of hyperbole; 9B rhyme scheme, sound devices, stanzas; 9C elements of drama.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Imagery TEKS 3.10D	Foundational	What is the most likely reason the poet includes this imagery?	Describes, not purpose
2	Prepare Module 2	The Recess Question class passage this week	Imagery TEKS 3.10D	Foundational	What is the most likely reason the poet includes this imagery?	Describes, not purpose
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Imagery TEKS 3.10D	Foundational	What is the most likely reason the poet includes this imagery?	Describes, not purpose
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Repetition and Contrast TEKS 3.10D	Foundational		
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Contrast TEKS 3.10D	Emergent		
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Literal and Figurative Language TEKS 3.10D	Emergent	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Imagery TEKS 3.10D	Emergent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Metaphor TEKS 3.10D	Emergent	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Contrast TEKS 3.10D	Emergent		
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Idiom TEKS 3.10D	Emergent	What does the idiom in paragraph __ mean?	Idiom read word by word
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Imagery TEKS 3.10D	Visible	What is the most likely reason the poet includes this imagery?	Describes, not purpose
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Repetition and Contrast TEKS 3.10D	Visible		
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Alliteration TEKS 3.10D	Visible	What is the most likely reason the poet uses this sound device in lines __?	Describes, not purpose
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Simile TEKS 3.10D	Visible	What is the most likely reason the author uses a simile in line __?	Literal reading of the comparison
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Idiom TEKS 3.10D	Visible	What does the idiom in paragraph __ mean?	Idiom read word by word
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Repetition TEKS 3.10D	Visible		

Literary Devices

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Metaphor TEKS 3.10D	Visible	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Literal and Figurative Language TEKS 3.10D	Visible	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Imagery TEKS 3.10D	Independent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Contrast TEKS 3.10D	Independent		
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Literal and Figurative Language TEKS 3.10D	Independent	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Contrast TEKS 3.10D	Independent		
25	Cluster 6 Module 1	Crash class passage this week	Imagery TEKS 3.10D	Independent	What is the most likely reason the poet includes this imagery?	Describes, not purpose
26	Cluster 6 Module 2	Crash class passage this week	Onomatopoeia TEKS 3.10D	Independent	What is the most likely reason the poet uses this sound device in lines __?	Describes, not purpose
27	Cluster 6 Module 3	Crash class passage this week	Repetition and Contrast TEKS 3.10D	Independent		
28	Cluster 6 Module 4	Crash class passage this week	Point of View TEKS 3.10E	Independent	Which line helps the reader understand that the poet uses a first-person point of view?	Right point of view, wrong narrator
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Imagery TEKS 3.10D	Reflective	What is the most likely reason the poet includes this imagery?	Describes, not purpose
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Sound Devices TEKS 3.10D	Reflective	What is the most likely reason the poet uses this sound device in lines __?	Describes, not purpose
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Simile TEKS 3.10D	Reflective	What is the most likely reason the author uses a simile in line __?	Literal reading of the comparison
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Metaphor TEKS 3.10D	Reflective	What is the most likely reason the author uses a metaphor in line __?	Literal reading of the comparison
33	Cluster 8 Module 1	A Place to Grow class passage this week	Imagery TEKS 3.10D	Reflective	What is the most likely reason the poet includes this imagery?	Describes, not purpose
34	Cluster 8 Module 2	People Make the Difference class passage this week	Repetition and Contrast TEKS 3.10D	Reflective		
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Literal and Figurative Language TEKS 3.10D	Reflective	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Literal and Figurative Language TEKS 3.10D	Reflective	The figurative language in these lines helps the reader understand ...	Literal language posing as figurative

Morphemes · TEKS 3.3C; 3.2B(vi), (vii)

Grade 3: identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; 2B spelling words using knowledge of prefixes and suffixes.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Prefix dis- TEKS 3.3C	Foundational	In paragraph __, the prefix dis- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
2	Prepare Module 2	The Recess Question class passage this week	Suffix -al TEKS 3.3C	Foundational	In paragraph __, the suffix -al in the word ___ helps the reader understand that ...	Wrong meaning of the affix
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Prefix im- TEKS 3.3C	Foundational	In paragraph __, the prefix im- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Suffix -er TEKS 3.3C	Foundational	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Prefix un- TEKS 3.3C	Emergent	In paragraph __, the prefix un- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Suffix -er TEKS 3.3C	Emergent	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Suffix -ly TEKS 3.3C	Emergent	In paragraph __, the suffix -ly in the word ___ helps the reader understand that ...	Wrong meaning of the affix
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Suffix -er TEKS 3.3C	Emergent	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Suffix -ous TEKS 3.3C	Emergent	In paragraph __, the suffix -ous in the word ___ helps the reader understand that ...	Wrong meaning of the affix
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Suffix -er TEKS 3.3C	Emergent	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Suffix -ful TEKS 3.3C	Emergent	In paragraph __, the suffix -ful in the word ___ helps the reader understand that ...	Wrong meaning of the affix
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Suffix -ist TEKS 3.3C	Emergent	In paragraph __, the suffix -ist in the word ___ helps the reader understand that ...	Wrong meaning of the affix
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Suffix -ly TEKS 3.3C	Visible	In paragraph __, the suffix -ly in the word ___ helps the reader understand that ...	Wrong meaning of the affix
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Suffix -er TEKS 3.3C	Visible	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Suffix -er TEKS 3.3C	Visible	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Prefix non- TEKS 3.3C	Visible	In paragraph __, the prefix non- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Suffix -or TEKS 3.3C	Visible	In paragraph __, the suffix -or in the word ___ helps the reader understand that ...	Wrong meaning of the affix
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Suffix -ity/ty TEKS 3.3C	Visible	In paragraph __, the suffix -ity/ty in the word ___ helps the reader understand that ...	Wrong meaning of the affix

Morphemes

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Prefix in- TEKS 3.3C	Visible	In paragraph __, the prefix in- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Suffix -ness TEKS 3.3C	Visible	In paragraph __, the suffix -ness in the word ___ helps the reader understand that ...	Wrong meaning of the affix
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Suffix -y TEKS 3.3C	Independent	In paragraph __, the suffix -y in the word ___ helps the reader understand that ...	Wrong meaning of the affix
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Prefix pre- TEKS 3.3C	Independent	In paragraph __, the prefix pre- in the word ___ helps the reader understand that ...	Wrong meaning of the affix
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Suffix -ment TEKS 3.3C	Independent	In paragraph __, the suffix -ment in the word ___ helps the reader understand that ...	Wrong meaning of the affix
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Suffix -er TEKS 3.3C	Independent	In paragraph __, the suffix -er in the word ___ helps the reader understand that ...	Wrong meaning of the affix
25	Cluster 6 Module 1	Crash class passage this week	Suffix -ful TEKS 3.3C	Independent	In paragraph __, the suffix -ful in the word ___ helps the reader understand that ...	Wrong meaning of the affix
26	Cluster 6 Module 2	Crash class passage this week	Suffix -y TEKS 3.3C	Independent	In paragraph __, the suffix -y in the word ___ helps the reader understand that ...	Wrong meaning of the affix
27	Cluster 6 Module 3	Crash class passage this week	Suffix -ment TEKS 3.3C	Independent	In paragraph __, the suffix -ment in the word ___ helps the reader understand that ...	Wrong meaning of the affix
28	Cluster 6 Module 4	Crash class passage this week	Suffix -y TEKS 3.3C	Independent	In paragraph __, the suffix -y in the word ___ helps the reader understand that ...	Wrong meaning of the affix
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Suffix -ful TEKS 3.3C	Reflective	In paragraph __, the suffix -ful in the word ___ helps the reader understand that ...	Wrong meaning of the affix
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Suffix -ly TEKS 3.3C	Reflective	In paragraph __, the suffix -ly in the word ___ helps the reader understand that ...	Wrong meaning of the affix
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Suffix -ful TEKS 3.3C	Reflective	In paragraph __, the suffix -ful in the word ___ helps the reader understand that ...	Wrong meaning of the affix
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Suffix -hood TEKS 3.3C	Reflective	In paragraph __, the suffix -hood in the word ___ helps the reader understand that ...	Wrong meaning of the affix
33	Cluster 8 Module 1	A Place to Grow class passage this week	Suffix -y TEKS 3.3C	Reflective	In paragraph __, the suffix -y in the word ___ helps the reader understand that ...	Wrong meaning of the affix
34	Cluster 8 Module 2	People Make the Difference class passage this week	Suffix -able TEKS 3.3C	Reflective	In paragraph __, the suffix -able in the word ___ helps the reader understand that ...	Wrong meaning of the affix
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Suffix -al TEKS 3.3C	Reflective	In paragraph __, the suffix -al in the word ___ helps the reader understand that ...	Wrong meaning of the affix
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Suffix -ion TEKS 3.3C	Reflective	In paragraph __, the suffix -ion in the word ___ helps the reader understand that ...	Wrong meaning of the affix

Paraphrasing · TEKS 3.7D

Grade 3: retell and paraphrase texts in ways that maintain meaning and logical order.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	Beth and Ava at Recess deck passage	Paraphrase and summarize TEKS 3.7D	Foundational	What is the best summary of the selection?	Only part of the text
2	Prepare Module 2	Beth and Ava at Recess deck passage	Paraphrase and summarize TEKS 3.7D	Foundational	What is the best summary of the selection?	Minor detail as a key idea
3	Prepare Module 3	The Recess Question deck passage	Paraphrase and summarize TEKS 3.7D	Foundational	What is the best summary of the selection?	Adds an untrue detail
4	Prepare Module 4	Scarcity and Trade deck passage	Paraphrase and summarize TEKS 3.7D	Foundational	What is the best summary of the selection?	Too specific for a summary
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Only part of the text
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Minor detail as a key idea
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Adds an untrue detail
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Too specific for a summary
9	Cluster 2 Module 1	Laura Ingalls Wilder deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Only part of the text
10	Cluster 2 Module 2	Carmen Lomas Garza deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Minor detail as a key idea
11	Cluster 2 Module 3	Laura Ingalls Wilder deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Adds an untrue detail
12	Cluster 2 Module 4	Laura Ingalls Wilder deck passage	Paraphrase and summarize TEKS 3.7D	Emergent	What is the best summary of the selection?	Too specific for a summary
13	Cluster 3 Module 1	Why We Need Laws deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Only part of the text
14	Cluster 3 Module 2	The Lunchroom Discoveries deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Minor detail as a key idea
15	Cluster 3 Module 3	Why We Need Laws deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Adds an untrue detail
16	Cluster 3 Module 4	Why We Need Laws deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Too specific for a summary
17	Cluster 4 Module 1	Benjamin Franklin and Electricity deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Only part of the text
18	Cluster 4 Module 2	The Founding Fathers deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Minor detail as a key idea

Paraphrasing

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	The Founding Fathers deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Adds an untrue detail
20	Cluster 4 Module 4	The Founding Fathers deck passage	Paraphrase and summarize TEKS 3.7D	Visible	What is the best summary of the selection?	Too specific for a summary
21	Cluster 5 Module 1	Henry Ford & Sam Walton deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Only part of the text
22	Cluster 5 Module 2	Henry Ford & Sam Walton deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Minor detail as a key idea
23	Cluster 5 Module 3	Henry Ford & Sam Walton deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Adds an untrue detail
24	Cluster 5 Module 4	Henry Ford & Sam Walton deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Too specific for a summary
25	Cluster 6 Module 1	Crash deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Only part of the text
26	Cluster 6 Module 2	The Good Citizen deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Minor detail as a key idea
27	Cluster 6 Module 3	Crash deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Adds an untrue detail
28	Cluster 6 Module 4	Crash & The Good Citizen deck passage	Paraphrase and summarize TEKS 3.7D	Independent	What is the best summary of the selection?	Too specific for a summary
29	Cluster 7 Module 1	A Dream Can Grow deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Only part of the text
30	Cluster 7 Module 2	What Will You Give? deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Minor detail as a key idea
31	Cluster 7 Module 3	A Dream Can Grow & What Will You Give? deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Adds an untrue detail
32	Cluster 7 Module 4	A Dream Can Grow & What Will You Give? deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Too specific for a summary
33	Cluster 8 Module 1	A Place to Grow deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Only part of the text
34	Cluster 8 Module 2	A Place to Grow deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Minor detail as a key idea
35	Cluster 8 Module 3	A Place to Grow deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Adds an untrue detail
36	Cluster 8 Module 4	A Place to Grow deck passage	Paraphrase and summarize TEKS 3.7D	Reflective	What is the best summary of the selection?	Too specific for a summary

Spelling · TEKS 3.2B(i)-(vii); 3.11D(xi)

Grade 3: demonstrate and apply spelling knowledge (syllable types, homophones, compound words, contractions, abbreviations, syllable division, prefixes, suffixes); 11D(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Consonant Digraphs sh, ch, th, wh TEKS 3.2B	Foundational	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
2	Prepare Module 2	The Recess Question class passage this week	Beginning and Ending Blends TEKS 3.2B	Foundational	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Long Vowels with Silent e TEKS 3.2B	Foundational	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Short Vowels and CVC Patterns TEKS 3.2B	Foundational	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Adding -ed to a Base Word TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Plurals with -s and -es TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Long e Spelled ee and ea TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Long Vowels with Silent e TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	R-Controlled Vowels (ar, er, ir, or, ur) TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Adding -ing to a Base Word TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Plurals: Change y to ies TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Doubling and drop-e rules
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	The Letter y Spelling Long e TEKS 3.2B	Emergent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Diphthongs ou and ow TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Long a Spelled ai and ay TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Words Ending in Consonant plus le TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
16	Cluster 3 Module 4	Why We Need Laws class passage this week	The oo Sound Spelled oo, ew, and ue TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	The Suffix -tion (the shun sound) TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	R-Controlled Vowels (ar, er, ir, or, ur) TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word

Spelling

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Long Vowels with Silent e TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Adding -ed to a Base Word TEKS 3.2B	Visible	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Homophones (words that sound alike) TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Homophone swap
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Comparative Endings -er and - est TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Compound Words TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	The Suffix -ly TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
25	Cluster 6 Module 1	Crash class passage this week	Contractions TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
26	Cluster 6 Module 2	Crash class passage this week	Soft c and Soft g TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
27	Cluster 6 Module 3	Crash class passage this week	Silent Letters kn, wr, and mb TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
28	Cluster 6 Module 4	Crash class passage this week	Abbreviations TEKS 3.2B	Independent	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Long i Spelled igh and y TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Prefixes un, re, and dis TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Prefixes pre and mis TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Suffixes ful, less, and ness TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
33	Cluster 8 Module 1	A Place to Grow class passage this week	Plurals Review (s, es, y to ies) TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
34	Cluster 8 Module 2	People Make the Difference class passage this week	R-Controlled Vowels Review (ar, er, ir, or, ur) TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Long Vowels with Silent e Review TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Compound Words Review TEKS 3.2B	Reflective	What change should be made in sentence __? (a misspelled word to correct)	Spelling bait on a correct word

Word Choice · TEKS 3.11C; 3.10F

Grade 3: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; 10F discuss how the author's use of language contributes to voice.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Precise Verbs TEKS 3.11C	Foundational	What is the most effective revision to make in sentence __?	Equally vague replacement
2	Prepare Module 2	The Recess Question class passage this week	Specific Nouns TEKS 3.11C	Foundational	What is the most effective revision to make in sentence __?	Equally vague replacement
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Precise Verbs TEKS 3.11C	Foundational	What is the most effective revision to make in sentence __?	Equally vague replacement
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Precise Verbs TEKS 3.11C	Foundational	What is the most effective revision to make in sentence __?	Equally vague replacement
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Vivid Adjectives TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Specific Nouns TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Specific Nouns TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Precise Verbs TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Vivid Adjectives TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Specific Nouns TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Vivid Adjectives TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Connotation TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Wrong connotation
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Connotation TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Wrong connotation
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Precise Verbs TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Precise Verbs TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Specific Nouns TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Specific Nouns TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Precise Verbs TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement

Word Choice

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Specific Nouns TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Equally vague replacement
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Connotation TEKS 3.11C	Visible	What is the most effective revision to make in sentence __?	Wrong connotation
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Precise Verbs TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Equally vague replacement
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Connotation TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Wrong connotation
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Specific Nouns TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Equally vague replacement
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Connotation TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Wrong connotation
25	Cluster 6 Module 1	Crash class passage this week	Sensory Words TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Not more specific
26	Cluster 6 Module 2	Crash class passage this week	Connotation TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Wrong connotation
27	Cluster 6 Module 3	Crash class passage this week	Sensory Words TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Not more specific
28	Cluster 6 Module 4	Crash class passage this week	Connotation TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Wrong connotation
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Sensory Words TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Not more specific
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Connotation TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Wrong connotation
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Connotation TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Wrong connotation
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Precise Verbs TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Equally vague replacement
33	Cluster 8 Module 1	A Place to Grow class passage this week	Specific Nouns TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Equally vague replacement
34	Cluster 8 Module 2	People Make the Difference class passage this week	Precise Verbs TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Equally vague replacement
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Vivid Adjectives TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Equally vague replacement
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Sensory Words TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Not more specific

Writing · TEKS 3.12B; 3.12C; 3.7B

Grade 3: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; 12C compose argumentative texts, including opinion essays; 7B write a response to a literary or informational text that demonstrates an understanding of a text.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	One topic, different writing jobs: recognizing when	Foundational		
2	Prepare Module 2	The Recess Question class passage this week	Brainstorming, finding ideas for your narrative	Foundational		
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Freewriting, getting the story out	Foundational		
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Mapping, planning your narrative with trails	Foundational		
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Who and why, finding your purpose and audience	Emergent		
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Brainstorming, gathering facts for your topic	Emergent		
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Choosing the genre, when informational writing fits	Emergent		
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Mapping, planning your informational response	Emergent		
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	What a strong introduction does	Emergent		
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Writing a topic sentence	Emergent		
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Adding a hook	Emergent		
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Building the whole introduction	Emergent		
13	Cluster 3 Module 1	Why We Need Laws class passage this week	What a strong conclusion does	Visible		
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Writing a closing sentence	Visible		
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Adding a final thought	Visible		
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Building the whole conclusion	Visible		
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	What a whole informational piece needs	Visible		
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Writing an introduction that sets up the piece	Visible		

Writing

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Developing your idea with relevant details	Visible		
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Building the whole piece	Visible		
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Stay on track, focus	Independent		
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	In the right order, structure	Independent		
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Make it flow, coherence	Independent		
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Bring it together, focused, structured, coherent	Independent		
25	Cluster 6 Module 1	Crash class passage this week	What I think, stating an opinion	Independent		
26	Cluster 6 Module 2	Crash class passage this week	Because…, giving reasons	Independent		
27	Cluster 6 Module 3	Crash class passage this week	Prove it, support with examples	Independent		
28	Cluster 6 Module 4	Crash class passage this week	Make your case, a full opinion piece	Independent		
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	The heart of it, message & feeling	Reflective		
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Show, don't tell, vivid words & imagery	Reflective		
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Shape it, order & lines	Reflective		
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Write it, compose a narrative or poem	Reflective		
33	Cluster 8 Module 1	A Place to Grow class passage this week	The big idea, a research thesis	Reflective		
34	Cluster 8 Module 2	People Make the Difference class passage this week	Sort the facts, relevant information	Reflective		
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Put it together, organize & synthesize	Reflective		
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	The research paper, put it all together	Reflective		

Evidence · TEKS 3.7C

Grade 3: use text evidence to support an appropriate response.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Mystery of the Traveling Shell deck passage	Text evidence	Foundational	Which sentence best supports the idea that ...?	On topic but proves a different idea
2	Prepare Module 2	The Mystery of the Traveling Shell deck passage	Text evidence	Foundational	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
3	Prepare Module 3	The Recess Question deck passage	Text evidence	Foundational	Which sentence best supports the idea that ...?	On topic but proves a different idea
4	Prepare Module 4	The Recess Question deck passage	Text evidence	Foundational	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	On topic but proves a different idea
6	Cluster 1 Module 2	Life Along the Nile River deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	On topic but proves a different idea
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
9	Cluster 2 Module 1	Laura Ingalls Wilder deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	On topic but proves a different idea
10	Cluster 2 Module 2	Carmen Lomas Garza deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
11	Cluster 2 Module 3	Laura Ingalls Wilder deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	On topic but proves a different idea
12	Cluster 2 Module 4	Laura Ingalls Wilder deck passage	Text evidence	Emergent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
13	Cluster 3 Module 1	Why We Need Laws deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	On topic but proves a different idea
14	Cluster 3 Module 2	The Lunchroom Discoveries deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
15	Cluster 3 Module 3	Why We Need Laws deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	On topic but proves a different idea
16	Cluster 3 Module 4	Why We Need Laws deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
17	Cluster 4 Module 1	Benjamin Franklin and Electricity deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	On topic but proves a different idea
18	Cluster 4 Module 2	The Founding Fathers deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	Mentions the subject, not the claim

Evidence

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	The Founding Fathers deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	On topic but proves a different idea
20	Cluster 4 Module 4	The Founding Fathers deck passage	Text evidence	Visible	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
21	Cluster 5 Module 1	Henry Ford & Sam Walton deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	On topic but proves a different idea
22	Cluster 5 Module 2	Henry Ford & Sam Walton deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
23	Cluster 5 Module 3	Henry Ford & Sam Walton deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	On topic but proves a different idea
24	Cluster 5 Module 4	Henry Ford & Sam Walton deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
25	Cluster 6 Module 1	Crash deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	On topic but proves a different idea
26	Cluster 6 Module 2	The Good Citizen deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
27	Cluster 6 Module 3	Crash deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	On topic but proves a different idea
28	Cluster 6 Module 4	Crash & The Good Citizen deck passage	Text evidence	Independent	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
29	Cluster 7 Module 1	A Dream Can Grow deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	On topic but proves a different idea
30	Cluster 7 Module 2	What Will You Give? deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
31	Cluster 7 Module 3	A Dream Can Grow & What Will You Give? deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	On topic but proves a different idea
32	Cluster 7 Module 4	A Dream Can Grow & What Will You Give? deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
33	Cluster 8 Module 1	A Place to Grow deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	On topic but proves a different idea
34	Cluster 8 Module 2	A Place to Grow deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	Mentions the subject, not the claim
35	Cluster 8 Module 3	A Place to Grow deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	On topic but proves a different idea
36	Cluster 8 Module 4	A Place to Grow deck passage	Text evidence	Reflective	Which sentence best supports the idea that ...?	Mentions the subject, not the claim

Explanation · TEKS 3.7B; 3.7C; 3.11B(ii)

Grade 3: write a response to a literary or informational text that demonstrates an understanding of a text; 7C use text evidence to support an appropriate response; 11B(ii) developing an engaging idea with relevant details.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	How to explain your thinking TEKS 3.12B	Foundational		Evidence with no explanation
2	Prepare Module 2	The Recess Question class passage this week	How to explain your thinking TEKS 3.12B	Foundational		Evidence with no explanation
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	How to explain your thinking TEKS 3.12B	Foundational		Evidence with no explanation
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	How to explain your thinking TEKS 3.12B	Foundational		Evidence with no explanation
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	DEEP FACTS: A definition TEKS 3.12B	Emergent		Evidence with no explanation
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	DEEP FACTS: An example TEKS 3.12B	Emergent		Evidence with no explanation
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	DEEP FACTS: Story TEKS 3.12B	Emergent		Evidence with no explanation
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	DEEP FACTS: A definition TEKS 3.12B	Emergent		Evidence with no explanation
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	DEEP FACTS: An example TEKS 3.12B	Emergent		Evidence with no explanation
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	DEEP FACTS: Story TEKS 3.12B	Emergent		Evidence with no explanation
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	DEEP FACTS: A definition TEKS 3.12B	Emergent		Evidence with no explanation
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	DEEP FACTS: An example TEKS 3.12B	Emergent		Evidence with no explanation
13	Cluster 3 Module 1	Why We Need Laws class passage this week	DEEP FACTS: Story TEKS 3.12B	Visible		Evidence with no explanation
14	Cluster 3 Module 2	Why We Need Laws class passage this week	DEEP FACTS: A definition TEKS 3.12B	Visible		Evidence with no explanation
15	Cluster 3 Module 3	Why We Need Laws class passage this week	DEEP FACTS: An example TEKS 3.12B	Visible		Evidence with no explanation
16	Cluster 3 Module 4	Why We Need Laws class passage this week	DEEP FACTS: Story TEKS 3.12B	Visible		Evidence with no explanation
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	DEEP FACTS: A definition TEKS 3.12B	Visible		Evidence with no explanation
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	DEEP FACTS: An example TEKS 3.12B	Visible		Evidence with no explanation

Explanation

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	DEEP FACTS: Story TEKS 3.12B	Visible		Evidence with no explanation
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	DEEP FACTS: A definition TEKS 3.12B	Visible		Evidence with no explanation
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	DEEP FACTS: An example TEKS 3.12B	Independent		Evidence with no explanation
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	DEEP FACTS: Story TEKS 3.12B	Independent		Evidence with no explanation
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	DEEP FACTS: A definition TEKS 3.12B	Independent		Evidence with no explanation
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	DEEP FACTS: An example TEKS 3.12B	Independent		Evidence with no explanation
25	Cluster 6 Module 1	Crash class passage this week	DEEP FACTS: Story TEKS 3.12B	Independent		Evidence with no explanation
26	Cluster 6 Module 2	Crash class passage this week	DEEP FACTS: A definition TEKS 3.12B	Independent		Evidence with no explanation
27	Cluster 6 Module 3	Crash class passage this week	DEEP FACTS: An example TEKS 3.12B	Independent		Evidence with no explanation
28	Cluster 6 Module 4	Crash class passage this week	DEEP FACTS: Story TEKS 3.12B	Independent		Evidence with no explanation
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	DEEP FACTS: A definition TEKS 3.12B	Reflective		Evidence with no explanation
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	DEEP FACTS: An example TEKS 3.12B	Reflective		Evidence with no explanation
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	DEEP FACTS: Story TEKS 3.12B	Reflective		Evidence with no explanation
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	DEEP FACTS: A definition TEKS 3.12B	Reflective		Evidence with no explanation
33	Cluster 8 Module 1	A Place to Grow class passage this week	DEEP FACTS: An example TEKS 3.12B	Reflective		Evidence with no explanation
34	Cluster 8 Module 2	People Make the Difference class passage this week	DEEP FACTS: Story TEKS 3.12B	Reflective		Evidence with no explanation
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	DEEP FACTS: A definition TEKS 3.12B	Reflective		Evidence with no explanation
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	DEEP FACTS: An example TEKS 3.12B	Reflective		Evidence with no explanation

Editing Part One · TEKS 3.11(D)(i), (iii), (xi)

Grade 3: edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. This set has 36 weeks at Grade 3.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Subject-Verb Agreement	The Mystery of the Traveling Shell	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Foundational		
2	Singular Nouns	The Mystery of the Traveling Shell	Singular nouns TEKS 3.11(D)(iii)	Foundational		
3	Common Nouns	The Mystery of the Traveling Shell	Common nouns TEKS 3.11(D)(iii)	Foundational		
4	Spelling High-Frequency Words	The Mystery of the Traveling Shell	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Foundational		
5	Subject-Verb Agreement	The Pilgrims Chose Plymouth	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Emergent		
6	Singular Nouns	The Pilgrims Chose Plymouth	Singular nouns TEKS 3.11(D)(iii)	Emergent		
7	Common Nouns	The Pilgrims Chose Plymouth	Common nouns TEKS 3.11(D)(iii)	Emergent		
8	High-Frequency Word Spelling	The Pilgrims Chose Plymouth	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Emergent		
9	Subject-Verb Agreement	Laura Ingalls Wilder	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Emergent		
10	Singular Nouns	Laura Ingalls Wilder	Singular nouns TEKS 3.11(D)(iii)	Emergent		
11	Common Nouns	Laura Ingalls Wilder	Common nouns TEKS 3.11(D)(iii)	Emergent		
12	High-Frequency Word Spelling	Laura Ingalls Wilder	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Emergent		
13	Subject-Verb Agreement	Why We Need Laws	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Visible		
14	Singular Nouns	Why We Need Laws	Singular nouns TEKS 3.11(D)(iii)	Visible		
15	Common Nouns	Why We Need Laws	Common nouns TEKS 3.11(D)(iii)	Visible		
16	High-Frequency Word Spelling	Why We Need Laws	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Visible		
17	Subject-Verb Agreement	Benjamin Franklin and Electricity	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Visible		
18	Singular Nouns	Benjamin Franklin and Electricity	Singular nouns TEKS 3.11(D)(iii)	Visible		

Editing Part One

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Common Nouns	Benjamin Franklin and Electricity	Common nouns TEKS 3.11(D)(iii)	Visible		
20	High-Frequency Word Spelling	Benjamin Franklin and Electricity	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Visible		
21	Subject-Verb Agreement	Henry Ford: Visionary of Travel	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Independent		
22	Singular Nouns	Henry Ford: Visionary of Travel	Singular nouns TEKS 3.11(D)(iii)	Independent		
23	Common Nouns	Henry Ford: Visionary of Travel	Common nouns TEKS 3.11(D)(iii)	Independent		
24	High-Frequency Word Spelling	Henry Ford: Visionary of Travel	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Independent		
25	Subject-Verb Agreement	Crash	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Independent		
26	Singular Nouns	Crash	Singular nouns TEKS 3.11(D)(iii)	Independent		
27	Common Nouns	Crash	Common nouns TEKS 3.11(D)(iii)	Independent		
28	High-Frequency Word Spelling	Crash	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Independent		
29	Subject-Verb Agreement	A Dream Can Grow	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Reflective		
30	Singular Nouns	A Dream Can Grow	Singular nouns TEKS 3.11(D)(iii)	Reflective		
31	Common Nouns	A Dream Can Grow	Common nouns TEKS 3.11(D)(iii)	Reflective		
32	High-Frequency Word Spelling	A Dream Can Grow	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Reflective		
33	Subject-Verb Agreement	A Place to Grow	Complete simple sentences with subject-verb agreement TEKS 3.11(D)(i)	Reflective		
34	Singular Nouns	A Place to Grow	Singular nouns TEKS 3.11(D)(iii)	Reflective		
35	Common Nouns	A Place to Grow	Common nouns TEKS 3.11(D)(iii)	Reflective		
36	High-Frequency Word Spelling	A Place to Grow	Correct spelling of high-frequency words TEKS 3.11(D)(xi)	Reflective		

Editing Part Two · TEKS 3.11(D)(i), (ii), (iii), (iv), (v), (vi), (vii), (viii), (ix), (x), (xi)

Grade 3: edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words. This set has 30 weeks at Grade 3.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Present verb tense TEKS 3.11(D)(ii)	Foundational	What change, if any, should be made in sentence __?	Changes the controlling tense
2	Prepare Module 2	The Recess Question class passage this week	Singular nouns TEKS 3.11(D)(iii)	Foundational	What change, if any, should be made in sentence __?	
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Plural nouns TEKS 3.11(D)(iii)	Foundational	What change, if any, should be made in sentence __?	
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Common nouns TEKS 3.11(D)(iii)	Foundational	What change, if any, should be made in sentence __?	
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Proper nouns TEKS 3.11(D)(iii)	Emergent	What change, if any, should be made in sentence __?	
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Capitalizing geographical names TEKS 3.11(D)(ix)	Emergent	What change, if any, should be made in sentence __?	Capitalizes a common noun
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Capitalizing geographical places TEKS 3.11(D)(ix)	Emergent	What change, if any, should be made in sentence __?	Capitalizes a common noun
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Spelling patterns TEKS 3.11(D)(xi)	Emergent	What change, if any, should be made in sentence __?	
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Past verb tense TEKS 3.11(D)(ii)	Emergent	What change, if any, should be made in sentence __?	Changes the controlling tense
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Future verb tense TEKS 3.11(D)(ii)	Emergent	What change, if any, should be made in sentence __?	Changes the controlling tense
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Comparative adjectives TEKS 3.11(D)(iv)	Emergent	What change, if any, should be made in sentence __?	Invented comparative
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Superlative adjectives TEKS 3.11(D)(iv)	Emergent	What change, if any, should be made in sentence __?	Invented comparative
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Adverbs of time TEKS 3.11(D)(v)	Visible	What change, if any, should be made in sentence __?	Changes the controlling tense
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Adverbs of manner TEKS 3.11(D)(v)	Visible	What change, if any, should be made in sentence __?	Changes the controlling tense
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Prepositions TEKS 3.11(D)(vi)	Visible	What change, if any, should be made in sentence __?	Preposition that distorts meaning

Editing Part Two

(continued, weeks 16 to 30)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Prepositional phrases TEKS 3.11(D)(vi)	Visible	What change, if any, should be made in sentence __?	Preposition that distorts meaning
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Orthographic spelling patterns TEKS 3.11(D)(xi)	Visible	What change, if any, should be made in sentence __?	
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Subjective pronouns TEKS 3.11(D)(vii)	Visible	What change, if any, should be made in sentence __?	
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Objective pronouns TEKS 3.11(D)(vii)	Visible	What change, if any, should be made in sentence __?	
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Possessive pronouns TEKS 3.11(D)(vii)	Visible	What change, if any, should be made in sentence __?	Adds an apostrophe to a plural
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Capitalizing official titles TEKS 3.11(D)(ix)	Independent	What change, if any, should be made in sentence __?	Capitalizes a common noun
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Capitalizing holidays TEKS 3.11(D)(ix)	Independent	What change, if any, should be made in sentence __?	Capitalizes a common noun
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Compound sentences TEKS 3.11(D)(i)	Independent	What change, if any, should be made in sentence __?	
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Conjunctions in compound subjects TEKS 3.11(D)(viii)	Independent	What change, if any, should be made in sentence __?	
25	Cluster 6 Module 1	Crash class passage this week	Conjunctions in compound predicates TEKS 3.11(D)(viii)	Independent	What change, if any, should be made in sentence __?	
26	Cluster 6 Module 2	Crash class passage this week	Conjunctions in compound sentences TEKS 3.11(D)(viii)	Independent	What change, if any, should be made in sentence __?	
27	Cluster 6 Module 3	Crash class passage this week	Commas in compound sentences TEKS 3.11(D)(x)	Independent	What change, if any, should be made in sentence __?	Comma where none belongs
28	Cluster 6 Module 4	Crash class passage this week	Commas in a series TEKS 3.11(D)(x)	Independent	What change, if any, should be made in sentence __?	Comma where none belongs
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Apostrophes in contractions TEKS 3.11(D)(x)	Reflective	What change, if any, should be made in sentence __?	Adds an apostrophe to a plural
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Apostrophes in possessives TEKS 3.11(D)(x)	Reflective	What change, if any, should be made in sentence __?	Adds an apostrophe to a plural

Editing Part 3 · TEKS 3.11(D)(ii), (x)

Grade 3: 3.11(D)(ii) past, present, and future verb tense; 3.11(D)(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series. This set has 12 weeks at Grade 3, in two skill groups: verb tense (weeks 1 to 6) and punctuation (weeks 7 to 12).

Wk	Week title	Skill focus	TEKS	State assessment style stem	Distractor trap
1	Irregular Past: Verbs That Change Form	irregular past verbs	3.11(D)(ii)		
2	Had: Two Past Actions in Order	had with a past verb	3.11(D)(ii)		
3	Tense Across a Paragraph: Find the Verb That Slipped	the verb that slipped tense	3.11(D)(ii)		
4	Time Words and the Verb: A Clue, Not a Command	time words and the verb	3.11(D)(ii)		
5	Three Tenses, One Blank: Past, Present, Future	past, present, and future for one blank	3.11(D)(ii)		
6	Mixed Tense Editing: Keep One Tense	one tense in a whole paragraph	3.11(D)(ii)		
7	Plural or Possessive: Does the Noun Own It?	plural and possessive nouns	3.11(D)(x)		
8	Apostrophe: Contraction, Possessive, or None?	the three jobs of the apostrophe	3.11(D)(x)		
9	Series Commas: Three Items or Two?	commas between items in a series	3.11(D)(x)		
10	Compound Sentences: Keep, Move, or Cut the Comma	the comma in a compound sentence	3.11(D)(x)		
11	End Marks: Period or Question Mark	periods and question marks	3.11(D)(x)		
12	Punctuation Mixed: One Change per Sentence	one change per sentence in a mixed set	3.11(D)(x)		

Revising · TEKS 3.11B(i), (ii); 3.11C

Grade 3: develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion; developing an engaging idea with relevant details; 11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Improve sentence structure TEKS 3.11C	Foundational	What is the most effective way to combine sentences __ and __?	Combination that changes facts
2	Prepare Module 2	The Recess Question class passage this week	Improve word choice TEKS 3.11C	Foundational	What is the most effective revision to make in sentence __?	Equally vague replacement
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Adding ideas TEKS 3.11C	Foundational	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Deleting ideas TEKS 3.11C	Foundational	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Combining ideas TEKS 3.11C	Emergent	What is the most effective way to combine sentences __ and __?	Combination that changes facts
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Rearranging ideas TEKS 3.11C	Emergent	Where is the best place to move sentence __?	Out-of-order placement
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Adding ideas for clarity TEKS 3.11C	Emergent	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Deleting ideas for clarity TEKS 3.11C	Emergent	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	Combining ideas for clarity TEKS 3.11C	Emergent	What is the most effective way to combine sentences __ and __?	Combination that changes facts
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Rearranging ideas for clarity TEKS 3.11C	Emergent	Where is the best place to move sentence __?	Out-of-order placement
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Improve sentence structure TEKS 3.11C	Emergent	What is the most effective way to combine sentences __ and __?	Combination that changes facts
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	Improve word choice TEKS 3.11C	Emergent	What is the most effective revision to make in sentence __?	Equally vague replacement
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Adding ideas TEKS 3.11C	Visible	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Deleting ideas TEKS 3.11C	Visible	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Combining ideas TEKS 3.11C	Visible	What is the most effective way to combine sentences __ and __?	Combination that changes facts
16	Cluster 3 Module 4	Why We Need Laws class passage this week	Rearranging ideas TEKS 3.11C	Visible	Where is the best place to move sentence __?	Out-of-order placement
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	Adding ideas for clarity TEKS 3.11C	Visible	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	Deleting ideas for clarity TEKS 3.11C	Visible	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail

Revising

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Combining ideas for clarity TEKS 3.11C	Visible	What is the most effective way to combine sentences __ and __?	Combination that changes facts
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Rearranging ideas for clarity TEKS 3.11C	Visible	Where is the best place to move sentence __?	Out-of-order placement
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Improve sentence structure TEKS 3.11C	Independent	What is the most effective way to combine sentences __ and __?	Combination that changes facts
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Improve word choice TEKS 3.11C	Independent	What is the most effective revision to make in sentence __?	Equally vague replacement
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Adding ideas TEKS 3.11C	Independent	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	Deleting ideas TEKS 3.11C	Independent	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
25	Cluster 6 Module 1	Crash class passage this week	Combining ideas TEKS 3.11C	Independent	What is the most effective way to combine sentences __ and __?	Combination that changes facts
26	Cluster 6 Module 2	Crash class passage this week	Rearranging ideas TEKS 3.11C	Independent	Where is the best place to move sentence __?	Out-of-order placement
27	Cluster 6 Module 3	Crash class passage this week	Adding ideas for clarity TEKS 3.11C	Independent	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
28	Cluster 6 Module 4	Crash class passage this week	Deleting ideas for clarity TEKS 3.11C	Independent	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Combining ideas for clarity TEKS 3.11C	Reflective	What is the most effective way to combine sentences __ and __?	Combination that changes facts
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Rearranging ideas for clarity TEKS 3.11C	Reflective	Where is the best place to move sentence __?	Out-of-order placement
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Improve sentence structure TEKS 3.11C	Reflective	What is the most effective way to combine sentences __ and __?	Combination that changes facts
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Improve word choice TEKS 3.11C	Reflective	What is the most effective revision to make in sentence __?	Equally vague replacement
33	Cluster 8 Module 1	A Place to Grow class passage this week	Adding ideas TEKS 3.11C	Reflective	Which sentence could best follow and support sentence __?	Off-topic or unrelated detail
34	Cluster 8 Module 2	People Make the Difference class passage this week	Deleting ideas TEKS 3.11C	Reflective	Which sentence should be deleted from this paragraph?	Off-topic or unrelated detail
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Combining ideas TEKS 3.11C	Reflective	What is the most effective way to combine sentences __ and __?	Combination that changes facts
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Rearranging ideas TEKS 3.11C	Reflective	Where is the best place to move sentence __?	Out-of-order placement

Syllable Types · TEKS 3.2A(ii), (iv); 3.2B(i), (v)

Grade 3: decoding multisyllabic words with closed, open, VCe, vowel team, r-controlled, and final stable syllables; syllable division patterns VCCV, VCV, VCCCV; spelling the same patterns.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question class passage this week	Consonant Digraphs sh, ch, th, wh	Foundational		
2	Prepare Module 2	The Recess Question class passage this week	Beginning and Ending Blends	Foundational		
3	Prepare Module 3	The Mystery of the Traveling Shell class passage this week	Long Vowels with Silent e	Foundational		
4	Prepare Module 4	The Mystery of the Traveling Shell class passage this week	Short Vowels and CVC Patterns	Foundational		
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth class passage this week	Adding -ed to a Base Word	Emergent		
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth class passage this week	Plurals with -s and -es	Emergent		
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth class passage this week	Long e Spelled ee and ea	Emergent		
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth class passage this week	Long Vowels with Silent e	Emergent		
9	Cluster 2 Module 1	Laura Ingalls Wilder class passage this week	R-Controlled Vowels (ar, er, ir, or, ur)	Emergent		
10	Cluster 2 Module 2	Laura Ingalls Wilder class passage this week	Adding -ing to a Base Word	Emergent		
11	Cluster 2 Module 3	Laura Ingalls Wilder class passage this week	Plurals: Change y to ies	Emergent		
12	Cluster 2 Module 4	Laura Ingalls Wilder class passage this week	The Letter y Spelling Long e	Emergent		
13	Cluster 3 Module 1	Why We Need Laws class passage this week	Diphthongs ou and ow	Visible		
14	Cluster 3 Module 2	Why We Need Laws class passage this week	Long a Spelled ai and ay	Visible		
15	Cluster 3 Module 3	Why We Need Laws class passage this week	Words Ending in Consonant plus le	Visible		
16	Cluster 3 Module 4	Why We Need Laws class passage this week	The oo Sound Spelled oo, ew, and ue	Visible		
17	Cluster 4 Module 1	Benjamin Franklin and Electricity class passage this week	The Suffix -tion	Visible		
18	Cluster 4 Module 2	Benjamin Franklin and Electricity class passage this week	R-Controlled Vowels (ar, er, ir, or, ur)	Visible		

Syllable Types

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity class passage this week	Long Vowels with Silent e	Visible		
20	Cluster 4 Module 4	Benjamin Franklin and Electricity class passage this week	Adding -ed to a Base Word	Visible		
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel class passage this week	Homophones	Independent		
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel class passage this week	Comparative Endings -er and - est	Independent		
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel class passage this week	Compound Words	Independent		
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel class passage this week	The Suffix -ly	Independent		
25	Cluster 6 Module 1	Crash class passage this week	Contractions	Independent		
26	Cluster 6 Module 2	Crash class passage this week	Soft c and Soft g	Independent		
27	Cluster 6 Module 3	Crash class passage this week	Silent Letters kn, wr, and mb	Independent		
28	Cluster 6 Module 4	Crash class passage this week	Abbreviations	Independent		
29	Cluster 7 Module 1	MLK - A Dream Can Grow class passage this week	Long i Spelled igh and y	Reflective		
30	Cluster 7 Module 2	MLK - A Dream Can Grow class passage this week	Prefixes un, re, and dis	Reflective		
31	Cluster 7 Module 3	MLK - A Dream Can Grow class passage this week	Prefixes pre and mis	Reflective		
32	Cluster 7 Module 4	MLK - A Dream Can Grow class passage this week	Suffixes -ful, -less, and -ness	Reflective		
33	Cluster 8 Module 1	A Place to Grow class passage this week	Plurals Review (s, es, y to ies)	Reflective		
34	Cluster 8 Module 2	People Make the Difference class passage this week	R-Controlled Vowels Review	Reflective		
35	Cluster 8 Module 3	What Helps a Community Grow? class passage this week	Long Vowels with Silent e Review	Reflective		
36	Cluster 8 Module 4	Small Choices, Strong Communities class passage this week	Compound Words Review	Reflective		

Context Clues · TEKS 3.3B; 3.3A

Grade 3: use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; 3A use print or digital resources to determine meaning, syllabication, and pronunciation.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question deck passage	Context clues in the week's passage	Foundational	What does the word ___ mean in paragraph __?	Another real meaning of the word
2	Prepare Module 2	The Recess Question deck passage	Context clues in the week's passage	Foundational	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
3	Prepare Module 3	The Mystery of the Traveling Shell deck passage	Context clues in the week's passage	Foundational	What does the word ___ mean in paragraph __?	Related word association
4	Prepare Module 4	The Mystery of the Traveling Shell deck passage	Context clues in the week's passage	Foundational	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Another real meaning of the word
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
7	Cluster 1 Module 3	The Pilgrims Chose Plymouth deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Related word association
8	Cluster 1 Module 4	The Pilgrims Chose Plymouth deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
9	Cluster 2 Module 1	Laura Ingalls Wilder deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Another real meaning of the word
10	Cluster 2 Module 2	Laura Ingalls Wilder deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
11	Cluster 2 Module 3	Laura Ingalls Wilder deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Related word association
12	Cluster 2 Module 4	Laura Ingalls Wilder deck passage	Context clues in the week's passage	Emergent	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
13	Cluster 3 Module 1	Why We Need Laws deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Another real meaning of the word
14	Cluster 3 Module 2	Why We Need Laws deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
15	Cluster 3 Module 3	Why We Need Laws deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Related word association
16	Cluster 3 Module 4	Why We Need Laws deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
17	Cluster 4 Module 1	Benjamin Franklin and Electricity deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Another real meaning of the word
18	Cluster 4 Module 2	Benjamin Franklin and Electricity deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Fits the sentence, not the context

Context Clues

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	Benjamin Franklin and Electricity deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Related word association
20	Cluster 4 Module 4	Benjamin Franklin and Electricity deck passage	Context clues in the week's passage	Visible	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Another real meaning of the word
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Related word association
24	Cluster 5 Module 4	Henry Ford: Visionary of Travel deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
25	Cluster 6 Module 1	Crash deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Another real meaning of the word
26	Cluster 6 Module 2	Crash deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
27	Cluster 6 Module 3	Crash deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Related word association
28	Cluster 6 Module 4	Crash deck passage	Context clues in the week's passage	Independent	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
29	Cluster 7 Module 1	MLK - A Dream Can Grow deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Another real meaning of the word
30	Cluster 7 Module 2	MLK - A Dream Can Grow deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
31	Cluster 7 Module 3	MLK - A Dream Can Grow deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Related word association
32	Cluster 7 Module 4	MLK - A Dream Can Grow deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail
33	Cluster 8 Module 1	A Place to Grow deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Another real meaning of the word
34	Cluster 8 Module 2	People Make the Difference deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Fits the sentence, not the context
35	Cluster 8 Module 3	What Helps a Community Grow? deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Related word association
36	Cluster 8 Module 4	Small Choices, Strong Communities deck passage	Context clues in the week's passage	Reflective	What does the word ___ mean in paragraph __?	Meaning from a nearby, different detail

Inferencing · TEKS 3.6F

Grade 3: make inferences and use evidence to support understanding. New set: stems and traps authored for this set from released state assessment patterns.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question Literary (realistic fiction)	Clues plus what I know	Foundational	What can the reader infer about the main character based on paragraph 1?	Misreads a detail
2	Prepare Module 2	The Recess Question Literary (realistic fiction)	Inferring feelings from actions	Foundational	What can the reader infer about how the main character feels from what happens in paragraph 3?	Plausible but unsupported
3	Prepare Module 3	The Mystery of the Traveling Shell Literary (mystery)	Inferring from what characters say	Foundational	What does the dialogue in paragraph 4 suggest about the main character?	Misreads a detail
4	Prepare Module 4	The Mystery of the Traveling Shell Literary (mystery)	Inference vs. stated fact	Foundational	Which sentence is an inference and not a fact stated in the story?	Stated fact, not an inference
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth Informational	Inferring why people acted	Emergent	What can the reader infer about why people made the choice described in paragraph 2?	Wrong motive for a true action
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth Informational	Inferring from cause and result	Emergent	What can the reader infer from the results described in paragraph 4?	Overgeneralization, too broad
7	Cluster 1 Module 3	Life Along the Nile River Informational	Inferring daily life from details	Emergent	Based on the details in the selection, what can the reader infer about daily life?	Goes beyond the text
8	Cluster 1 Module 4	Life Along the Nile River Informational	Supporting an inference	Emergent	Which sentence best supports the inference that life was hard work?	True detail, not support
9	Cluster 2 Module 1	Laura Ingalls Wilder Informational (biography)	Inferring about a person from actions	Emergent	What can the reader infer about the person in the selection based on paragraph 3?	Plausible but unsupported
10	Cluster 2 Module 2	Laura Ingalls Wilder Informational (biography)	Inferring from word choice	Emergent	What does the author's word choice in paragraph 2 suggest about the person?	Word association from the lines
11	Cluster 2 Module 3	Carmen Lomas Garza Informational (biography)	Inferring what a person values	Emergent	What can the reader infer about what this person cared about most?	Overstated from a small detail
12	Cluster 2 Module 4	Carmen Lomas Garza Informational (biography)	Supporting an inference with two details	Emergent	Which two details best support the inference that the person worked hard to reach a goal?	True detail, not support
13	Cluster 3 Module 1	Why We Need Laws Poem	Inferring a speaker's feeling	Visible	What do lines 1 and 2 suggest about how the speaker feels?	Word association from the lines
14	Cluster 3 Module 2	Why We Need Laws Poem	Inferring with evidence from a poem	Visible	What can the reader infer about why rules matter, based on the poem?	Goes beyond the text
15	Cluster 3 Module 3	The Lunchroom Discoveries Drama	Inferring from stage directions	Visible	What do the stage directions in line 12 suggest about the characters?	Misreads a detail
16	Cluster 3 Module 4	The Lunchroom Discoveries Drama	Inferring from a line of dialogue	Visible	Read line 18. What does this line suggest about the character?	Overstated from a small detail
17	Cluster 4 Module 1	Benjamin Franklin and Electricity Informational	Inferring from science details	Visible	What can the reader infer about electricity from paragraph 3?	Overgeneralization, too broad
18	Cluster 4 Module 2	Benjamin Franklin and Electricity Informational	Inferring from an inventor's actions	Visible	What can the reader infer about Benjamin Franklin based on his experiments?	Plausible but unsupported

Inferencing

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	The Founding Fathers Informational	Inferring why a choice mattered	Visible	What can the reader infer about why the choice in paragraph 5 was important?	Wrong motive for a true action
20	Cluster 4 Module 4	The Founding Fathers Informational	Supporting an inference in writing	Visible	Short response: What can the reader infer about one person in the selection? Use evidence.	Unsupported claim with no evidence
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel Informational (biography)	Inferring character traits	Independent	What can the reader infer about the person from the way he solved problems?	Plausible but unsupported
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel Informational (biography)	Inferring from a life story	Independent	What can the reader infer about the person from his early life?	Overstated from a small detail
23	Cluster 5 Module 3	Sam Walton Informational (biography)	Inferring links between two people	Independent	What can the reader infer about how the two business leaders were alike?	Describes one person only
24	Cluster 5 Module 4	Sam Walton Informational (biography)	Defending an inference	Independent	Short response: What can the reader infer about the person's goals? Use evidence.	Unsupported claim with no evidence
25	Cluster 6 Module 1	Crash Literary (realistic fiction)	Inferring mood shifts	Independent	What can the reader infer about the main character after the crash in paragraph 4?	Opposite, misreads awareness
26	Cluster 6 Module 2	Crash Literary (realistic fiction)	Inferring a lesson learned	Independent	What can the reader infer about the main character based on the choice made at the end?	Wrong motive for a true action
27	Cluster 6 Module 3	The Good Citizen Literary (realistic fiction)	Inferring what a character notices	Independent	What can the reader infer about how the main character helps others?	Plausible but unsupported
28	Cluster 6 Module 4	The Good Citizen Literary (realistic fiction)	Comparing inferences across two stories	Independent	Short response: What can the reader infer about being honest and responsible from both stories? Use evidence.	Describes one story only
29	Cluster 7 Module 1	A Dream Can Grow Poem	Inferring meaning in imagery	Reflective	What can the reader infer about the dream described in lines 1 and 2?	Word association from the lines
30	Cluster 7 Module 2	A Dream Can Grow Poem	Inferring across stanzas	Reflective	What does the poem suggest about what people can give to others?	Goes beyond the text
31	Cluster 7 Module 3	What Will You Give? Poem	Inferring a poet's hope	Reflective	What can the reader infer about the poet's hope for the future?	Plausible but unsupported
32	Cluster 7 Module 4	What Will You Give? Poem	Evaluating competing inferences	Reflective	Which inference about the speaker is best supported by both poems?	Overstated from a small detail
33	Cluster 8 Module 1	A Place to Grow Informational (research)	Inferring from research facts	Reflective	What can the reader infer about how geography helps a community grow?	Overgeneralization, too broad
34	Cluster 8 Module 2	People Make the Difference Informational (research)	Inferring from people's choices	Reflective	What can the reader infer about why people make a difference in a community?	Goes beyond the text
35	Cluster 8 Module 3	What Helps a Community Grow? Informational (research)	Inferring across sources	Reflective	Based on the research sources, what can the reader infer about how communities grow?	Describes one source only
36	Cluster 8 Module 4	Small Choices, Strong Communities Informational (research)	Defending inferences, synthesis	Reflective	Short response: What can the reader infer about how small choices make strong communities? Use evidence.	Unsupported claim with no evidence

Theme · TEKS 3.8A

Grade 3: infer the theme of a work, distinguishing theme from topic. New set: stems and traps authored for this set from released state assessment patterns.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question Literary (realistic fiction)	Topic vs. theme	Foundational	Is the word in the title the topic or the theme of the story?	Topic word, not theme
2	Prepare Module 2	The Recess Question Literary (realistic fiction)	What the main character learns	Foundational	What lesson does the main character learn by the end of the story?	Setting or event, not theme
3	Prepare Module 3	The Mystery of the Traveling Shell Literary (mystery)	Theme as a full sentence	Foundational	Which sentence best states a theme of the story?	Topic word, not theme
4	Prepare Module 4	The Mystery of the Traveling Shell Literary (mystery)	Evidence for a basic theme	Foundational	Which detail best supports the theme of the story?	Generic moral that fits many stories
5	Cluster 1 Module 1	The Recess Question (reread) Literary (realistic fiction)	Character problem and theme	Emergent	What problem does the main character face, and what does it teach?	Setting or event, not theme
6	Cluster 1 Module 2	The Mystery of the Traveling Shell (reread) Literary (mystery)	Theme from a character's actions	Emergent	What theme do the actions of the main character express?	One character's view, too narrow
7	Cluster 1 Module 3	The Recess Question (reread) Literary (realistic fiction)	Theme vs. life lesson	Emergent	Which sentence best states a theme of the story?	Life lesson not supported by this text
8	Cluster 1 Module 4	The Mystery of the Traveling Shell (reread) Literary (mystery)	Theme supported by evidence	Emergent	Short response: What is a theme of the story? Support it with evidence.	Generic moral that fits many stories
9	Cluster 2 Module 1	The Recess Question (reread) Literary (realistic fiction)	Theme from a story read before	Emergent	What does the author want readers to learn from the story?	Topic word, not theme
10	Cluster 2 Module 2	The Mystery of the Traveling Shell (reread) Literary (mystery)	Theme (life lesson) vs. a fact from the text	Emergent	How is the theme of the story different from a fact the reader learns?	Topic-adjacent statement as message
11	Cluster 2 Module 3	The Recess Question (reread) Literary (realistic fiction)	Theme from a character's change	Emergent	How does the main character change, and what theme does that show?	One character's view, too narrow
12	Cluster 2 Module 4	The Recess Question and The Mystery of the Traveling Shell (reread) Literary (mystery)	Comparing themes in two texts	Emergent	What theme do both stories share?	Plausible life lesson, unsupported
13	Cluster 3 Module 1	Why We Need Laws Poem	Theme in a poem	Visible	What theme does the poet express in the poem?	Topic word, not theme
14	Cluster 3 Module 2	Why We Need Laws Poem	Lines that build a theme	Visible	Which lines best support the theme of the poem?	Word association from the lines
15	Cluster 3 Module 3	The Lunchroom Discoveries Drama	Theme in a drama	Visible	What is a theme of the play?	Setting or event, not theme
16	Cluster 3 Module 4	The Lunchroom Discoveries Drama	Theme from how a conflict ends	Visible	How does the ending help develop the theme of the play?	Generic moral that fits many stories
17	Cluster 4 Module 1	Why We Need Laws (reread) Poem	Theme vs. topic, harder text	Visible	What is the theme, not the topic, of the poem?	Topic-adjacent statement as message
18	Cluster 4 Module 2	The Lunchroom Discoveries (reread) Drama	Theme from dialogue	Visible	What theme do the words of the main character in line 18 suggest?	Word association from the lines

Theme

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
Wk 19	Unit Cluster 4 Module 3	Passage The Recess Question (reread) Literary (realistic fiction)	Skill focus Theme from a character's growth	Level Visible	state assessment style stem What theme is shown by how the main character changes?	Distractor trap One character's view, too narrow
20	Cluster 4 Module 4	The Mystery of the Traveling Shell (reread) Literary (mystery)	Stating and supporting a theme	Visible	Short response: State a theme of the story and support it with evidence.	Life lesson not supported by this text
21	Cluster 5 Module 1	Why We Need Laws (reread) Poem	Theme from the details of a poem	Independent	What theme does the poet develop through the details in the poem?	Setting or event, not theme
22	Cluster 5 Module 2	The Lunchroom Discoveries (reread) Drama	Theme and the title	Independent	How does the title connect to the theme of the play?	Topic word, not theme
23	Cluster 5 Module 3	The Recess Question (reread) Literary (realistic fiction)	Choosing the best theme	Independent	Which sentence best states a theme of the story?	Generic moral that fits many stories
24	Cluster 5 Module 4	The Mystery of the Traveling Shell (reread) Literary (mystery)	Theme on your own	Independent	Short response: What theme does the author develop? Use evidence.	One character's view, too narrow
25	Cluster 6 Module 1	Crash Literary (realistic fiction)	Theme from a turning point	Independent	What theme does the turning point in the story help develop?	Setting or event, not theme
26	Cluster 6 Module 2	Crash Literary (realistic fiction)	Theme from a character's choice	Independent	What theme do the choices of the main character express?	Life lesson not supported by this text
27	Cluster 6 Module 3	The Good Citizen Literary (realistic fiction)	Theme vs. a true but generic lesson	Independent	Why is "Always be careful" not the best theme of the story?	Generic moral that fits many stories
28	Cluster 6 Module 4	The Good Citizen Literary (realistic fiction)	Defending a theme with evidence	Independent	Short response: What is a theme of the story? Defend it with two details.	Topic-adjacent statement as message
29	Cluster 7 Module 1	A Dream Can Grow Poem	Theme in a longer poem	Reflective	What theme does the poet express in the poem?	Word association from the lines
30	Cluster 7 Module 2	A Dream Can Grow Poem	Imagery that supports theme	Reflective	How do the images in lines 3 and 4 support the theme?	Topic word, not theme
31	Cluster 7 Module 3	What Will You Give? Poem	Theme across stanzas	Reflective	How does the theme build from stanza to stanza?	Describes one stanza only
32	Cluster 7 Module 4	What Will You Give? Poem	Defending the strongest theme	Reflective	Which theme is best supported by the whole poem, and why?	Life lesson not supported by this text
33	Cluster 8 Module 1	A Dream Can Grow and What Will You Give? (reread) Poem	Themes across two poems	Reflective	What theme do both poems share?	One poem only, too narrow
34	Cluster 8 Module 2	What Will You Give? (reread) and People Make the Difference Poem	Theme (literary) and message (informational)	Reflective	Both are big life lessons: how does a theme from a story or poem connect to the message of the research text?	Topic-adjacent statement as message
35	Cluster 8 Module 3	Crash and The Recess Question (reread) Literary (realistic fiction)	Theme across the year's stories	Reflective	Which theme connects two stories from this year, and what evidence proves it?	Generic moral that fits many stories
36	Cluster 8 Module 4	Student choice, literary reread Literary (reread)	Theme capstone, defend in writing	Reflective	Short response: State a theme from a text read this year and defend it with evidence.	Topic word, not theme

Text Structure · TEKS 3.9D(iii), 3.10B

Grade 3: recognize organizational patterns such as cause and effect and problem and solution; explain how the use of text structure contributes to the author's purpose. New set: stems and traps authored for this set from released state assessment patterns.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question Literary (realistic fiction)	What text structure means	Foundational	How does the author organize the events in the story?	Wrong pattern named
2	Prepare Module 2	The Recess Question Literary (realistic fiction)	Chronological order and time words	Foundational	Which words show the order of events?	Near-miss pattern
3	Prepare Module 3	The Mystery of the Traveling Shell Literary (mystery)	Beginning, middle, and end	Foundational	How does the author organize the story?	Wrong structure type
4	Prepare Module 4	The Mystery of the Traveling Shell Literary (mystery)	Structure supports purpose	Foundational	How does the order of events help the reader understand the story?	Describes another part
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth Informational	Central idea and supporting evidence	Emergent	What is the central idea of the selection?	Too narrow central idea
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth Informational	Problem and solution	Emergent	How does the author organize paragraphs 1 through 3?	Only half the structure
7	Cluster 1 Module 3	Life Along the Nile River Informational	Cause and effect	Emergent	The author uses cause and effect to help the reader understand ...	Near-miss pattern
8	Cluster 1 Module 4	Life Along the Nile River Informational	Structure and author's purpose	Emergent	How does the structure help the author explain the topic?	Too broad central idea
9	Cluster 2 Module 1	Laura Ingalls Wilder Informational (biography)	Chronological order in a biography	Emergent	How does the author organize the information about the person's life?	Wrong pattern named
10	Cluster 2 Module 2	Laura Ingalls Wilder Informational (biography)	Signal words for sequence	Emergent	Which words signal the order of events in the selection?	Near-miss pattern
11	Cluster 2 Module 3	Laura Ingalls Wilder and Carmen Lomas Garza Informational (biography)	Comparing two people	Emergent	How does the author show how the two people are alike and different?	Only half the structure
12	Cluster 2 Module 4	Carmen Lomas Garza Informational (biography)	Features: headings and photos	Emergent	How does the heading help the reader understand the selection?	Wrong structure type
13	Cluster 3 Module 1	Why We Need Laws Poem	Structure of a poem: stanzas	Visible	How does the poet organize the poem?	Wrong structure type
14	Cluster 3 Module 2	Why We Need Laws Poem	Stanzas and the poet's purpose	Visible	How do the parts of the poem help the poet share the message?	Describes another part
15	Cluster 3 Module 3	The Lunchroom Discoveries Drama	Structure of a drama: scenes and lines	Visible	How do the scenes help the reader follow the events?	Wrong structure type
16	Cluster 3 Module 4	The Lunchroom Discoveries Drama	Stage directions and purpose	Visible	Why does the playwright include stage directions?	Too narrow, one detail
17	Cluster 4 Module 1	Benjamin Franklin and Electricity Informational	Sequence in a history text	Visible	How does the author organize paragraphs 2 through 4?	Describes another part
18	Cluster 4 Module 2	Benjamin Franklin and Electricity Informational	Cause and effect in history	Visible	The author uses cause and effect to help the reader understand ...	Only half the structure

Text Structure

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	The Founding Fathers Informational	Description and central idea	Visible	What is the central idea of the selection?	Too broad central idea
20	Cluster 4 Module 4	The Founding Fathers Informational	Structure contributes to purpose	Visible	How does the organization help the author show why these events mattered?	Near-miss pattern
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel Informational (biography)	Description in a biography	Independent	How does the author organize the information about this person?	Wrong pattern named
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel Informational (biography)	Problem and solution in a biography	Independent	Which pattern does the author use in paragraphs 1 through 3?	Near-miss pattern
23	Cluster 5 Module 3	Henry Ford: Visionary of Travel and Sam Walton Informational (biography)	Compare and contrast two texts	Independent	How are the structures of the two selections alike and different?	Only half the structure
24	Cluster 5 Module 4	Sam Walton Informational (biography)	Explaining a structure on your own	Independent	Short response: How does the structure help the author's purpose?	Describes another part
25	Cluster 6 Module 1	Crash Literary (realistic fiction)	Story structure: problem and resolution	Independent	How does the author organize the problem and the solution in the story?	Wrong pattern named
26	Cluster 6 Module 2	Crash Literary (realistic fiction)	How an event changes the story	Independent	How does the event in paragraph 4 change the direction of the story?	Only half the structure
27	Cluster 6 Module 3	The Good Citizen Literary (realistic fiction)	Structure that leads to a choice	Independent	How does the author organize the events that lead to the character's choice?	Wrong structure type
28	Cluster 6 Module 4	The Good Citizen Literary (realistic fiction)	Analyzing structure and purpose	Independent	Short response: Why did the author choose this structure?	Too broad central idea
29	Cluster 7 Module 1	A Dream Can Grow Poem	Repetition and pattern in poems	Reflective	How does the repeated pattern help organize the poem?	Wrong structure type
30	Cluster 7 Module 2	A Dream Can Grow Poem	Poem structure and message	Reflective	How does the order of the stanzas support the poet's purpose?	Describes another part
31	Cluster 7 Module 3	What Will You Give? Poem	Past to future structure	Reflective	How does the poet move from the past to the future?	Near-miss pattern
32	Cluster 7 Module 4	What Will You Give? Poem	Defending a structure claim	Reflective	Which structure best describes the poem, and what proves it?	Wrong pattern named
33	Cluster 8 Module 1	A Place to Grow Informational (research)	Central question structure	Reflective	How does the central question organize the selection?	Too narrow central idea
34	Cluster 8 Module 2	People Make the Difference Informational (research)	Cause and effect across sections	Reflective	The author uses cause and effect to help the reader understand ...	Only half the structure
35	Cluster 8 Module 3	What Helps a Community Grow? Informational (research)	Features: sections and sidebars	Reflective	How do the sections help the reader study the research?	Wrong structure type
36	Cluster 8 Module 4	Small Choices, Strong Communities Informational (research)	Structure capstone, defend in writing	Reflective	Short response: How does the structure help the author's purpose?	Describes another part

Author's Purpose · TEKS 3.10A

Grade 3: explain the author's purpose and message within a text. New set: stems and traps authored for this set from released state assessment patterns.

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
1	Prepare Module 1	The Recess Question Literary (realistic fiction)	Purpose: inform, entertain, persuade	Foundational	What is the most likely reason the author wrote this story?	Wrong purpose type
2	Prepare Module 2	The Recess Question Literary (realistic fiction)	Purpose (this text) vs. message (big life lesson)	Foundational	Which sentence best states a message in the story?	Detail, not the message
3	Prepare Module 3	The Mystery of the Traveling Shell Literary (mystery)	Purpose in a story that teaches	Foundational	Why does the author include the problem in paragraph 3?	Too narrow, minor detail
4	Prepare Module 4	The Mystery of the Traveling Shell Literary (mystery)	Details that point to a big life lesson	Foundational	Which detail best supports the author's message?	Misreads the lines
5	Cluster 1 Module 1	The Pilgrims Chose Plymouth Informational	Purpose of an informational text	Emergent	What is the most likely reason the author wrote this selection?	Wrong purpose type
6	Cluster 1 Module 2	The Pilgrims Chose Plymouth Informational	Purpose of a paragraph	Emergent	Why does the author include paragraph 2?	Too narrow, minor detail
7	Cluster 1 Module 3	Life Along the Nile River Informational	Big life lesson beyond a history text	Emergent	Which sentence best states a message in the selection?	Overstated claim
8	Cluster 1 Module 4	Life Along the Nile River Informational	Explaining purpose with evidence	Emergent	Short response: Explain the author's purpose. Use evidence.	Plausible but unsupported message
9	Cluster 2 Module 1	Laura Ingalls Wilder Informational (biography)	Purpose of a biography	Emergent	What is the most likely reason the author wrote this selection?	Wrong purpose type
10	Cluster 2 Module 2	Laura Ingalls Wilder Informational (biography)	Why the author includes a detail	Emergent	Why does the author include the detail in paragraph 4?	Too narrow, minor detail
11	Cluster 2 Module 3	Carmen Lomas Garza Informational (biography)	Purpose and point of view	Emergent	Why does the author include the person's own words?	Too narrow audience
12	Cluster 2 Module 4	Carmen Lomas Garza Informational (biography)	Life lesson from a life story	Emergent	Which sentence best states a message in the selection?	Detail, not the message
13	Cluster 3 Module 1	Why We Need Laws Poem	Poet's purpose	Visible	What is the most likely reason the poet wrote this poem?	Wrong purpose type
14	Cluster 3 Module 2	Why We Need Laws Poem	Poet's life lesson for all readers	Visible	What message does the poet want readers to understand?	Plausible but unsupported message
15	Cluster 3 Module 3	The Lunchroom Discoveries Drama	Playwright's purpose	Visible	Why does the playwright include the scene in line 15?	Too narrow, minor detail
16	Cluster 3 Module 4	The Lunchroom Discoveries Drama	Drama's message as a life lesson	Visible	What is the main message of the play?	Overstated claim
17	Cluster 4 Module 1	Benjamin Franklin and Electricity Informational	Purpose to inform with facts	Visible	What is the most likely reason the author wrote this selection?	Wrong purpose type
18	Cluster 4 Module 2	Benjamin Franklin and Electricity Informational	Why include a detail	Visible	Why does the author include the detail in paragraph 3?	Too narrow, minor detail

Author's Purpose

(continued, weeks 19 to 36)

Wk	Unit	Passage	Skill focus	Level	State assessment style stem	Distractor trap
19	Cluster 4 Module 3	The Founding Fathers Informational	Life lesson about leaders	Visible	Which sentence best states a message in the selection?	Plausible but unsupported, overreach
20	Cluster 4 Module 4	The Founding Fathers Informational	Explaining purpose on your own	Visible	Short response: How does the author show the purpose? Use evidence.	Misreads the lines
21	Cluster 5 Module 1	Henry Ford: Visionary of Travel Informational (biography)	Purpose of a profile	Independent	What is the most likely reason the author wrote this selection?	Too narrow audience
22	Cluster 5 Module 2	Henry Ford: Visionary of Travel Informational (biography)	Why the author opens this way	Independent	Why does the author begin the selection this way?	Misreads the lines
23	Cluster 5 Module 3	Sam Walton Informational (biography)	Life lesson about hard work	Independent	Which sentence best states a message in the selection?	Detail, not the message
24	Cluster 5 Module 4	Sam Walton Informational (biography)	Purpose (this text) vs. message (life lesson), defended	Independent	Short response: Explain the author's purpose and message.	Plausible but unsupported message
25	Cluster 6 Module 1	Crash Literary (realistic fiction)	Purpose: why this text was written	Independent	What is the most likely reason the author wrote this story?	Wrong purpose type
26	Cluster 6 Module 2	Crash Literary (realistic fiction)	Purpose of a part	Independent	Why does the author include paragraph 4?	Too narrow, minor detail
27	Cluster 6 Module 3	The Good Citizen Literary (realistic fiction)	Life lesson about choices	Independent	Which sentence best states a message in the story?	Overstated claim
28	Cluster 6 Module 4	The Good Citizen Literary (realistic fiction)	Purpose and structure together	Independent	How does the organization help the author's purpose?	Too narrow audience
29	Cluster 7 Module 1	A Dream Can Grow Poem	Poet's purpose and imagery	Reflective	Why does the poet use the images in lines 1 and 2?	Misreads the lines
30	Cluster 7 Module 2	A Dream Can Grow Poem	Poet's life lesson, defended with lines	Reflective	What message does the poet express, and which lines prove it?	Plausible but unsupported, overreach
31	Cluster 7 Module 3	What Will You Give? Poem	Purpose of repetition	Reflective	Why does the poet repeat an idea in the poem?	Too narrow, minor detail
32	Cluster 7 Module 4	What Will You Give? Poem	Comparing two poets' purposes	Reflective	How are the purposes of the two poems alike?	Overstated claim
33	Cluster 8 Module 1	A Place to Grow Informational (research)	Purpose of a central question	Reflective	Why does the author begin with a central question?	Misreads the lines
34	Cluster 8 Module 2	People Make the Difference Informational (research)	One life lesson across sections	Reflective	Which sentence best states a message in the selection?	Plausible but unsupported, overreach
35	Cluster 8 Module 3	What Helps a Community Grow? Informational (research)	Purpose of a research source	Reflective	What is the most likely reason the author wrote this selection?	Wrong purpose type
36	Cluster 8 Module 4	Small Choices, Strong Communities Informational (research)	Purpose capstone, defend in writing	Reflective	Short response: Explain the author's purpose and message with evidence.	Too narrow audience

Additional Triplet Slide Deck Sets

The table below lists the 32 triplet slide deck sets for Grade 3 beyond the main eighteen. Editing Part 3 also appears week by week above. Every week has a slide deck with a teacher script and a tracking sheet. Columns name the set, its TEKS, its length in weeks, and what it covers.

Set	TEKS	Weeks	What it covers
Paired Passages	3.6(E)	36	Yearlong set built around pairs of passages read and compared in the same week.
Plot	3.8(C)	36	Yearlong set on plot elements: sequence of events, conflict, and resolution.
Editing Part 3	3.11(D)(ii), (x)	12	Twelve weeks on verb tense and punctuation.
Character Relationships	3.8(B)	4	Four weeks on how characters relate to each other and how those relationships change.
Fact and Opinion	3.9(E)(ii)	4	Four weeks on telling facts from opinions in argument texts.
Folktales, Fables, and Fairy Tales	3.9(A)	4	Four weeks on traditional tales and the lessons they teach.
Identifying the Claim	3.9(E)(i)	4	Four weeks on finding the claim an author makes.
Intended Audience	3.9(E)(iii)	4	Four weeks on identifying whom a text was written for.
Legends, Myths, and Tall Tales	3.9(A)	4	Four weeks on legends, myths, and tall tales using original passages.
Making Predictions	3.6(C)	4	Four weeks on predicting before, during, and after reading.
Poetry Elements	3.9(B)	4	Four weeks on the elements of poetry.
Print and Graphic Features	3.10(C)	4	Four weeks on print and graphic features and how to use them.
Setting and Plot	3.8(D)	4	Four weeks on setting and how it shapes the plot.
Synthesizing Information	3.6(H)	4	Four weeks on synthesizing information across texts.
Text Features	3.9(D)(ii)	4	Four weeks on text features that locate and explain information.
Written Response	3.7(B)	4	Four weeks on writing short responses about reading.
Author's Purpose and Message	3.10(A)	4	Four weeks on why the author wrote the text and the message it carries.
Generating Questions	3.6(B)	4	Four weeks on asking questions before, during, and after reading.
Hyperbole	3.10(G)	4	Four weeks on hyperbole and exaggeration for effect.
Inferences with Evidence	3.6(F)	4	Four weeks on making inferences supported by text evidence.
Key Ideas	3.6(G)	4	Four weeks on finding key ideas in texts.
Purpose for Reading	3.6(A)	4	Four weeks on setting a purpose for reading.
Text Structure and Author's Purpose	3.10(B)	4	Four weeks on text structure and the author's purpose.
Theme (4-week)	3.8(A)	4	Four-week version on theme in literary texts. The yearlong Theme set is in the main section.
Homophones	3.3(D)	4	Four weeks on homophones and their meanings.
Vocabulary Review	3.3(D)	4	Four weeks reviewing grade-level vocabulary.
Compound Words and Contractions	3.2(B)(iii)	1	One week on spelling compound words and contractions.
Spelling Homophones	3.2(B)(ii)	1	One week on spelling homophones.
Spelling with Suffixes	3.2(B)(vii)	1	One week on spelling words with suffixes.
Syllable Division Spelling	3.2(B)(v)	1	One week on dividing syllables to spell words.
Showtime Reading	n/a	4	Four weeks of test-season reading review in the Showtime format.
Showtime Revising and Editing	n/a	4	Four weeks of test-season revising and editing review in the Showtime format.