



TEXAS EDUCATION AGENCY

# Curriculum Support for Grade 3 Reading TAKS Developed by Keith Mahler



**Learning for Life Reading TAKS Curriculum Support Process**  
**Developed by Keith Mahler**

- I. Testing Requirements for Reading TAKS by Grade Level:
  - A. Reviewed grade level Reading TAKS Objectives and Specifications measured on grade level TAKS exams:
    - 1. Student expectations being tested
    - 2. Grade level reading selections in TAKS exams
  - B. Reviewed grade level Reading TAKS exams available from the Texas Education Agency:
    - 1. Type and number of questions
    - 2. Type and number of reading selections
    - 3. Genres of reading selections
- II. Learning for Life curriculum lessons and reading selections by category:
  - A. Reviewed grade level lessons by category to best match lessons to Reading TAKS preparation
  - B. Reviewed grade level reading selections by category to best match reading selections to Reading TAKS preparation
- III. Development of Learning for Life TAKS Reading curriculum support document by grade level:
  - A. Recommended by grade level Learning for Life lessons with the best connection to Reading TAKS objectives and specifications
  - B. Recommended by grade level Learning for Life reading selections with the best connection to Reading TAKS objectives and specifications.  
All recommended reading selections are available from the Tom Green County Library System.
  - C. Highlighted by grade level Reading TAKS Objectives and Specifications supported by Learning for Life lessons and reading selections

## Learning for Life Curriculum Support for Grade 3 Reading (TAKS)

### I. Learning for Life Categories and Lessons:

- A. Category: Respect
  - 1. Lesson--Ethnic Heritage
  - 2. Lesson--Race, Religion, and Culture
  - 3. Lesson--Respecting Differences
  - 4. Lesson--World Cultures
- B. Category: Responsibility
  - 1. Lesson--Choices
  - 2. Lesson--Choosing What's Right for Me
  - 3. Lesson--Decision Making
- C. Category: Honesty/Trust
  - 1. Lesson--Code of Ethics
  - 2. Lesson--People who Cheat
- D. Category: Caring/Fairness
  - 1. Lesson--Empathy
  - 2. Lesson--Understanding People with Special Needs
- E. Category: Perseverance
  - 1. Lesson--Never Give Up
  - 2. Lesson--Never Lose Sight
- F. Category: Self-Discipline
  - 1. Lesson--Anger/Conflict Resolution
  - 2. Lesson--Developing Good Listening Skills
- G. Category: Courage
  - 1. Lesson--Building my Courage
  - 2. Lesson--Standing up for Me
- H. Category: Citizenship
  - 1. Lesson--Exhibiting Responsible Citizenship
  - 2. Lesson--What is Freedom
- I. Category: Life Skills
  - 1. Lesson--Classic Literature

### II. Learning for Life Categories and Reading Selections:

- A. Category: Respect
  - 1. Reading Selection—Crow Boy by Taro Yashima
  - 2. Reading Selection—The Jungle Book by Rudyard Kipling
  - 3. Reading Selection—Velveteen Rabbit by M. Bianco
- B. Category: Responsibility
  - 1. Reading Selection—Crow Boy by Tao Yashima
  - 2. Reading Selection—Family under the Bridge y N. Carlson
  - 3. Reading Selection—Street of the Flower Box by P. Mann
- C. Category: Honesty/Trust
  - 1. Reading Selection—Charlotte's Web by E.B. White
  - 2. Reading Selection—Profiles in Courage by John Kennedy
- D. Category: Caring/Fairness
  - 1. Reading Selection—Charlotte's Web by E.B. White
  - 2. Reading Selection—Crow Boy by Taro Yashima
  - 3. Reading Selection—Daniel's Duck by Clyde Robert Bulla
  - 4. Reading Selection—Jemmy by Jon Francis Hassler
  - 5. Reading Selection—Molly's Pilgrim by B. Cohen
  - 6. Reading Selection—The Gift-Giver by Joyce Hansen

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- E. Category: Perseverance
  - 1. Reading Selection—Black Beauty by A. Sewell
  - 2. Reading Selection—Lily’s Crossing by P. Giff
  - 3. Reading Selection—Out of the Dust by K. Hesse
- F. Category: Self-Discipline
  - 1. Reading Selection—Crow Boy by Taro Yashima
  - 2. Reading Selection—Daniel’s Duck by Clyde Robert Bulla
  - 3. Reading Selection—Jemmy by Jon Francis Hassler
  - 4. Reading Selection—Profiles in Courage by John Kennedy
  - 5. Reading Selection—Thank You, Dr. Martin Luther King by E. Tate
  - 6. Reading Selection—The Gift-Giver by Joyce Hansen
- G. Category: Courage
  - 1. Reading Selection—Profiles of Courage by John Kennedy
  - 2. Reading Selection—The Gift-Giver by J. Hansen
- H. Category: Citizenship
  - 1. Reading Selection—Crow Boy by T. Yashimo
  - 2. Reading Selection—Daniel’s Duck by Clyde Robert Bulla
  - 3. Reading Selection—Profiles in Courage by John Kennedy
- I. Category: Life Skills
  - 1. Reading Selection—Bambi by F. Smith
  - 2. Reading Selection—Black Beauty by A. Sewell
  - 3. Reading Selection—Lassie Come Home by E. Knight
  - 4. Reading Selection—Secret Garden by F. H. Burnett
  - 5. Reading Selection—Star Boy (A Blackfoot Tale) by P. Goble
  - 6. Reading Selection—A Little Princess by Frances Hodgson Burnett

## Grade 3 Reading TAKS Objectives and Student Expectations Supported by Learning for Life Lessons and Reading Selections

**Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.**

- (3.5) **Reading/word identification.** The student uses a variety of word identification strategies. The student is expected to
  - (D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3); and
  - (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).
- (3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources. The student is expected to
  - (B) read from a variety of genres [for pleasure and] to acquire information [from both print and electronic sources] (2-3).
- (3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary. The student is expected to
  - (C) use [resources and references such as beginners’ dictionaries, glossaries, available technology, and] context to build word meanings and to confirm pronunciations of words (2-3); and
  - (D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words [for example, by sorting, classifying, and identifying related words] (3).

**Grade 3 Reading TAKS Objectives and Student Expectations Supported by Learning for Life Lessons and Reading Selections (continued)**

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

(C) retell [or act out the order of] important events in stories (K-3); and

(H) produce summaries of text selections (2-3).

**Objective 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.**

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3)

**Objective 3: The student will use a variety of strategies to analyze culturally diverse written texts.**

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

(C) retell [or act out] the order of important events in stories (K-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts. The student is expected to

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3); and

(C) recognize the distinguishing features of familiar genres, including stories, [poems,] and informational texts (1-3).

**Objective 4: The student will apply critical-thinking skills to analyze culturally diverse written texts.**

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

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3); and

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3).

(3.10) **Reading/literary response.** The student responds to various texts. The student is expected to

(C) support interpretations or conclusions with examples drawn from text (2-3).