



# Istation

Supporting Educators. Empowering Kids.  
**Changing Lives.**

## Istation Reading Curriculum

Correlated to Texas Essential Knowledge  
and Skills/Language Arts

***Grade 3***

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

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

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

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

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

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

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

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</b>		
(B) use common syllabication patterns to decode words including:		
(iii) final stable syllable (e.g., puz-zle, con-trac-tion);		
	Interactive	Activities
1B iii	10	<b>Lessons:</b> Multisyllabic Words (y, le) <b>Decodable Books:</b> A Star is Born <b>Passages:</b> Water is a Good Thing; Pet Parade
	11	<b>Lessons:</b> Multisyllabic Words <b>Passages:</b> From Fearful to Fearless; The Dirt Detectives <b>Games:</b> Multisyllabic Game
	Teacher Resources	Activities
	CBI 10	<b>Lessons:</b> 7 – Closed Syllables ending with -le and -y
	CBI 11	<b>Lessons:</b> 11 – Multisyllabic Words
	SBI	<b>Phonics:</b> 13 – Decoding Multisyllabic Words 14 – Closed Syllables ending with -le and -y 16 – Identify and Read Syllable Patterns 52 – Closed Syllables with -le and -y

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

TEKS	Istation	
Reading	Interactive	Activities
1Biv (cont.)	8	<b>Lessons:</b> R Controlled vowels /er/ /ir/ /ur/ In Context Reading with R Controlled Vowel /er/ <b>Word Mater's Books:</b> The Not So Great Skunk Adventure <b>Decodable Books:</b> A Big Sneeze; The Fox Pack
	9	<b>Passages:</b> The Colt; Earthworms Help
	Teacher Resources	Activities
	CBI 7	<b>Lessons:</b> 9 – Bossy R -ar- as in star and farm 11 – Bossy R -or as in core, -ore as in more 17 – Spelling Words With -ar, -are, -or, -ore
	CBI 8	<b>Lessons:</b> 7 – Change One Letter Bossy R 11 – Bossy R -ire as in Fire, -ure as in Cure
	CBI 9	<b>Lessons:</b> 11 – Sort Words with ear /er/ and or /er/
	SBI	<b>Phonics:</b> 37 – Decoding with or, ore 38 – Decoding with are 39 – Decoding with ar 40 – Decoding with ire, ure 41 – Decoding with ear, or

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

TEKS	Istation	
Reading	Interactive	Activities
1B v (cont.)	9	<p><b>Lessons:</b> Vowel Long A /ay/ In Context Reading with Long A /ay/ Vowel Long E /ey/ In Context Reading with Long E /ey/ Vowel Long I /ie/ In Context Reading with Long I ie Vowel Long /oe/ In Context Reading with Long o //oe/ Vowel Long O /ow/ In Context Reading with Long O /ow/ Variant Vowel /oi/ Variant Vowel /oy/ Odd Balls – oi, oy Odd Balls – ol, ow</p> <p><b>Word Masters Books:</b> Treasure at Pirate’s Bay <b>Decodable Books:</b> Elbert’s Birthday; A Trip to the Dentist; Winterstorm; Roy and Troy Like Trains; The Wise Crow</p>
	10	<p><b>Lessons:</b> Odd Balls – au, aw, al In Context Reading: au, aw, al Detetive Dan – ow-cow, vs ow - tow In Context Reading: ow</p> <p><b>Word Masters Books:</b> Return to the Lost Island <b>Decodable Books:</b> The Hero; How Mountains Form; George Washington Carver; Humphrey the Humpback Whale <b>Passages:</b> Water Cycle; Going to the Vet</p>
TEKS	Istation	
Reading	Teacher Resources	Activities
	CBI 3	<p><b>Lessons:</b> 12 – Vowel Sound with Letters /ai/ 13 – Vowel Sound with Letters /oa/ 14 – Read Words with Vowel Sound /oa/ 25 – Spelling Long a (ai) and Long o (oa)</p>
	CBI 4	<p><b>Lessons:</b> 11 – Vowel Sound with Letters /ee/, /ea/ 12 – Vowel Sound with Letters /ee/ /ea/, More practice 13 – Read Words with Vowel Sounds /ee/, /ea/ 24 – Spelling Long e with EE and EA</p>
	CBI 5	<p><b>Lessons:</b> 15 – Rhyme Phonograms</p>
	CBI 9	<p><b>Lessons:</b> 12 – Sort Words with oy and oi 16 – Read Words with ay, ey, oe, ie 17 – Read Words with ow, oll, old, olt, olk 18 – Read Words with oi and oy 27 – Spelling Words with oi and oy</p>
	CBI 10	<p><b>Lessons:</b> 5 – Read Words with Diphthongs ow and ou 6 – Spell and Read Words with ow and ou 15 – Read Words with Vowel Digraphs aw and au 16 – Spell and Read words with Vowel Digraphs aw and au</p>
	CBI 11	<p><b>Lessons:</b> 3 – Phonogram eigh 6 – Phonograms ind, igh, ild 7 – Variant Vowel /OO/ 8 – Variant Vowel /oo/ 9 – Variant Vowels /oo/, /OO/ Review</p>



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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

**(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.**

(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);

	Interactive	Activities
1C	0	<b>Games:</b> Onset Rime [Matching Parts Game]
	2	<b>Lessons:</b> Word Families/ Rhyming <b>Games:</b> Onset Rime/ Build Word Families Game [Machine Game]
	3	<b>Lessons:</b> Word Families/ Rhyming <b>Games:</b> Onset Rime/ Build Word Families Game [Machine Game]
	Teacher Resources	Activities
	CBI 1	<b>Lessons:</b> 12 – Blend Sounds to Say Words 13 – Blend Sounds to Read Words 14 – Rapid Letter and Word Naming 15 – Read Sentences with HFWs and, the, see, has
	CBI 2	<b>Lessons:</b> 3 – Rhyming 16 – Blending Beginning/ Middle/ Ending Sounds with Letters 17 – Blend Sounds with Letters t, l, s, l 18 – Blend Sounds with Letters to Read Words 19 – Read CVC Words with Short i 20 – Rhyming Phonograms 21 – Rapid Letter and Word Naming 22 – Read Sentences with HFWs this, is, his, go 23 – Spelling with short /a/ and short /i/ 24 – Reading for Meaning
	CBI 3	<b>Lessons:</b> 9 – Blending Beginning/Middle/ Ending sounds with Letters 10 – Blend Sounds with Letters to Read Words 19 – Read Words with Ending Sounds, Blends /-nd/ and /-nt/ 20 – Rhyme Phonograms, Short Vowels 21 – Rhyme Phonograms, Long Vowels 23 – Read Sentences with HFWs they, you, are, here 24 – Spelling with s-blend and short /o/ 26 – Reading for Meaning
	CBI 4	<b>Lessons:</b> 9 – Blending Beginning/Middle/ Ending Sounds with Letters 18 – Rhyme Phonograms, Short Vowels 19 – Rhyme Phonograms, Long Vowels 21 – Read Sentences with HFWs with, my, where, to 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 25 – Reading for Meaning



TEKS	Istation	
Reading	Teacher Resources	Activities
1C (cont.)	CBI 5	<p><b>Lessons:</b> 8– Blending Beginning/Middle/Ending Sounds with Letters  11 – Blend Sounds to Say Words, /u/  15 – Rhyme Phonograms  17 – Read Sentences with HFWs what, said, her, for  18 – Passage Reading: Prosody  19 – Spelling with Short /u/ and Blends  21 – Reading for Meaning</p>
	CBI 6	<p><b>Lessons:</b> 6 – Read and Spell Words with Short Vowel Sounds  7 – Blending Beginning/Middle/Ending sounds with Letters  11 – Blend Sounds to Say Words  14 – Rhyme Phonograms, Long Vowels, Silent e  16 – Read Sentences with HFWs was, that, from, she  18 – Reading for Meaning</p>
	CBI 7	<p><b>Lessons:</b> 1 – Segmenting and Blending Sounds in Words  3 – Reversal of Sounds and Letters in Words  7 – Soft G as /j/  8 – Open Syllables (me, go, by)  9 – Bossy R -ar, as in star and farm  10 – Phonogram -are as in care  15 – Read HFWs  16 – Passage Reading: Prosody  20 – Reading for Meaning</p>
	CBI 8	<p><b>Lessons:</b> 1 – Segmenting and Blending Sound /sh/  2 – Segmenting and Blending Sound /th/  3 – Segmenting and Blending Sound /ng/  4 – Rhyming Words  9 – Blending the Diagraph sh  10 – Blending the Diagraph th  14 – Read HFWs  15 – Passage Reading: Prosody (My Illustrations)  16 – Passage Reading: Prosody  17 – Spelling Words with diagraphs sh and th  19 – Reading for Meaning</p>
	CBI 9	<p><b>Lessons:</b> 1 – Segmenting and Blending Sounds /ch/  7 – Blending the Diagraph ch  8 – Blending Words with Diagraphs  10 – Decoding Multisyllabic Words  20 – Read High Frequency Words  21 – Passage Reading: Prosody  23 – Long Vowel Open Syllable  24 – Spelling Words with ch and tch  25 – Spelling Words with -ed, and -ing  26 – Spelling Multisyllabic Words  28 – Reading for Meaning</p>
	CBI 11	<p><b>Lessons:</b> 13 – HFWs  14 – Fluency  15 – Reading for Meaning</p>

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</b>		
(D) identify and read contractions (e.g., I'd, won't); and		
	Interactive	Activities
1D	11	<b>Lessons:</b> Contractions (has, not, will, would, is, had are, have) In Context Reading with Contractions
	Teacher Resources	Activities
	CBI 11	<b>Lessons:</b> 10 – Contractions

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</b>		
(E) monitor accuracy in decoding.		
	Interactive	Activities
1E	11	<b>All Activities</b>

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</b>		
(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;		
	Interactive	Activities
2A	1	<b>Read Aloud Books:</b> Dusty the Dog and Coco the Cat; Mac and Cam; Clem the Clown <b>HFWs Books:</b> Pam and The Cap <b>Book and Print Awareness (BPA):</b> At the Market
	2	<b>Read Aloud Books:</b> Dusty and Coco; Pam and the Cap; Where is Coco? <b>HFWs Books:</b> Tim at Camp

TEKS	Istation	
Reading	Interactive	Activities
2A (cont.)	3	<b>Read Aloud Books:</b> The Garden Trail; Cal and Clam; Trips With My Family <b>HFWs Books:</b> On the Dot
	4	<b>Read Aloud Books:</b> Fun with Friends; Sam Has Mail; The Cleaning Attack <b>HFWs Books:</b> My Hands and Feet <b>Word Masters Books:</b> The Great Pig Escape
	5	<b>HFWs Books:</b> The Bun for Us <b>Book and Print Awareness (BPA):</b> Pets-Snakes
	6	<b>Read Aloud Books:</b> Jen and Her New Friends; The Last Scrap; Special Delivery
	7	<b>Read Aloud Books:</b> Where Will They Ride? <b>HFWs Books:</b> Hide and Seek
	9	<b>Lessons:</b> Odd Balls – Gimme the Ball
	10	<b>Word Masters Books:</b> Return to the Lost Island <b>Books:</b> Who is Following Us?
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 1 – Making Predictions 2 – Making Predictions
	CBI 4	<b>Lessons:</b> 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 24 – Spelling Long E with /ee and /ea/

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</b>		
(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; <b>STAAR-S</b>		
	Teacher Resources	Activities
2B	SBI	<b>Comprehension:</b> 3, 4, 69 – Asking Questions

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

TEKS	Istation	
Reading	Interactive	Activities
2C (cont.)	3	<b>Read Aloud Books:</b> The Garden Trail, Cal and Clam, Trips With My Family, Lamps <b>BPA:</b> Lamps
	4	<b>Read Aloud Books:</b> Fun with Friends, Sam Has Mail, The Cleaning Attack, The Yellow Pin <b>BPA:</b> Where is Coco? <b>Books:</b> In the Sand
	5	<b>Read Aloud Books:</b> Pat's Cat, Rain Drops, Surprise!, Pals <b>BPA:</b> Pets-Snakes
	6	<b>Read Aloud Books:</b> Jen and Her New Friends, The Last Scrap, Special Delivery, In the Sand
	7	<b>Read Aloud Books:</b> Where Will They Ride?, Fun at the Pond <b>BPA:</b> Mr. Grump and the Beautiful Yard
	10	<b>Read Aloud Books:</b> Who Is Following Us?

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</b>		
	Interactive	Activities
3	7	<b>Books:</b> Homes; Take That Off the Stage; The Twin Mice; Just the Right Size
	8	<b>Books:</b> King Zung and the Lark; A Big Sneeze; Bert and Gert; The Shrimp and the Shark
	9	<b>Books:</b> Coach Chapman; A Trip to the Dentist; Winter Storm; Flying Pizza
	10	<b>Books:</b> George Washington Carver; Spiders; The Three Little Bugs; The Hero
	12	<b>Books:</b> Day, Night, and Seasons; Our Solar System; The Planets; The Moon; The Changing Surface; Fossil Hunters: The Black Hills Dig; Brookside's Best Science Fair Ever!
	13	<b>Books:</b> The Rain Forest Howlers
TEKS	Istation	
Reading	Teacher Resources	Activities
	SBI	<b>Fluency:</b> C9 – Ranch Hands; The Colt; Earthworms C10 – Water Is a Good Thing; Pet Parade; The Water Cycle; Insects; People Send Mail C11 – The Dirt Detectives; From Fearful to Fearless; Hurricanes C12 – Dirt Detectives; Exploring Space; Do Your Part; Grand Canyon; Natural Resources; Water Recycled

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots; <b>STAAR-R</b>		
	Interactive	Activities
4A	11	<b>Lessons:</b> Prefixes (un, mis, dis, re, pre) In Context Reading with Prefixes
	SBI	<b>Vocabulary:</b> 15, 16, 17 – Prefixes 18, 19, 20 – Suffixes
	CBI 10	<b>Lessons:</b> 22 – Spelling with endings y and ie 23 – Spelling-Changing the y to i
	CBI 11	<b>Lessons:</b> Prefixes: pre, re, un, mis, dis Suffixes: ful, ly, less, er, or

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs; <b>STAAR-R</b>		
	Interactive	Activities
4B	1	<b>Read Aloud Books:</b> Dusty the Dog and Coco the Cat; Mac and Cam; Clem the Clown; Sam Has Mail <b>HFWs Books:</b> Pam and The Cap <b>Book and Print Awareness (BPA):</b> At the Market; Dusty the Dog and Coco the Cat <b>Decodable Books:</b> Pam and Cam; Mac and Cam; The Maps
	2	<b>Read Aloud Books:</b> Dusty and Coco; Pam and the Cap; Where is Coco?; The Act <b>HFWs Books:</b> Tim at Camp <b>BPA:</b> Summer Camp <b>Decodable Books:</b> Pam and Cam; Pip and His Lips; See Sam Sit; Tim and Sam; Sam Tips the Lamp
	3	<b>Read Aloud Books:</b> The Garden Trail; Cal and Clam; Trips With My Family; Lamps <b>HFWs Books:</b> On the Dot <b>BPA:</b> Lamps <b>Word Masters Books:</b> The Lost Island <b>Books:</b> Trips With My Family <b>Decodable Books:</b> Dots and Spots; Snails in a Pail; The Toast in the Road; Stan the Man; The Toad are Lost; In the Rain
	4	<b>Read Aloud Books:</b> Fun with Friends; Sam Has Mail; The Cleaning Attack; The Yellow Pin <b>HFWs Books:</b> My Hands and Feet <b>BPA:</b> Where is Coco? <b>Word Masters Books:</b> The Great Pig Escape <b>Books:</b> In the Sand <b>Decodable Books:</b> Fred has Ten Hens; Jean and Dean; Big Feet; Meg and the Hen; The Green Team; My Dog has Fleas

TEKS	Istation	
Reading	Interactive	Activities
4B (cont.)	5	<p><b>Read Aloud Books:</b> Pat's Cat; Rain Drops; Surprise!; Pals</p> <p><b>HFWs Books:</b> The Bun for Us</p> <p><b>BPA:</b> Pets-Snakes</p> <p><b>Word Masters Books:</b> Fun at Pine Cone Stream</p> <p><b>Books:</b> Where Will They Ride?</p> <p><b>Decodable Books:</b> Bugs in the Mud; Late for the Game; I Rode Home; Homes For Sale; Fun at Home; The Blue Blimp</p>
	6	<p><b>Read Aloud Books:</b> Jen and Her New Friends; The Last Scrap; Special Delivery; In the Sand</p> <p><b>HFWs Books:</b> Where is Jane?</p> <p><b>Word Masters Books:</b> The Kid in the Mask</p> <p><b>Books:</b> Pets-Fish</p> <p><b>Decodable Books:</b> Time to Ride; A Cute Mule; Time to Ride my Mule; The Dunes; Just in Time</p>
	7	<p><b>Read Aloud Books:</b> Where Will They Ride?; Fun at the Pond</p> <p><b>HFWs Books:</b> Hide and Seek</p> <p><b>Book and Print Awareness (BPA):</b> Mr. Grump and the Beautiful Yard</p> <p><b>Word Masters Books:</b> The Case of the Haunted Barn</p> <p><b>Books:</b> Just The Right Size</p> <p><b>Decodable Books:</b> Boats; Take That off Stage; Homes; Ben and Steve at the Beach; At the Farm; The Twin Mice; The Oatmeal Man; The Big Game</p>
	8	<p><b>HFWs Books:</b> I Like to Help</p> <p><b>Word Masters Books:</b> The Not So Great Skunk Adventure</p> <p><b>Books:</b> The Queen's Suitcase-Chapter 1</p> <p><b>Decodable Books:</b> A Big Sneeze; The Shrimp and the Shark; Wait to Paint; The Mailman; King Zung and the Lark; Shel and Beth; Bert and Gert; The Fox Pack</p>
	9	<p><b>HFWs Books:</b> The Best Trip</p> <p><b>Word Masters Books:</b> Treasure at Pirate's Bay</p> <p><b>Books:</b> The Flying Pizza</p> <p><b>Decodable Books:</b> Camping; Mother Cat and Her Kittens; Naptime; Elbert's Birthday; Coach Chapman; A Trip to the Dentist; Winterstorm; Roy and Troy Like Trains; The Wise Crow; Mitch's Big Fish Tale</p> <p><b>Passages:</b> Going on A Ride; Kittens; The Best Trip; Ranch Hand; Big Top Tent; The Colt; The Scarecrow; Earthworms Help; Royce Likes to Share</p>
	10	<p><b>Read Aloud Books:</b> Who Is Following Us?</p> <p><b>HFWs Books:</b> How Can That Be?</p> <p><b>Word Masters Books:</b> Return to the Lost Island</p> <p><b>Books:</b> Who is Following Us?</p> <p><b>Decodable Books:</b> How Can That Be?; Shopping With Mom; A Star is Born; The Hero; Spiders; The Three Little Bugs; Whales; How Mountains Form; George Washington Carver; Humphrey the Humpback Whale</p> <p><b>Passages:</b> Water is a Good Thing; The Strange Noise; Pet Parade; Water Cycle; Insects; People Send Mail; Going to the Vet</p>
	11	<p><b>Decodable Books:</b> The Flying Pizza; Winterstorm; Who is Following Us?; Just the Right Size; Bert and Gert; The Queen's Suitcase; A Trip to the Dentist; The Three Little Bugs</p> <p><b>Passages:</b> From Fearful to Fearless; The Hurricane; The Dirt Detectives</p>

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(C) identify and use antonyms, synonyms, homographs, and homophones; <b>STAAR-S</b>		
	Interactive	Activities
4C	11	<b>Lessons:</b> Homophones (pear/pair, son/sun, past/passed)
	12	<b>Games:</b> Alien Game 3, Synonyms
	Teacher Resources	Activities
	SBI	<b>Vocabulary:</b> 7, 8, 9 – Synonyms 12, 13, 14 – Antonyms 30, 31, 32 – Antonym Synonym Review 24, 25, 26 – Homophones
	CBI 11	<b>Lessons:</b> 12 – Homophones

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.		
	Teacher Resources	Activities
4E	SBI	<b>Vocabulary:</b> 33, 34 – Word Meaning using Dictionary <b>Writing:</b> 23 – Earth: Day, Night, and Seasons 24 – Fields of Change: Spring/Summer 25 – Fields of Change: Autumn/Winter



TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b>		
(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; <b>STAAR-S</b>		
	Interactive	Activities
5A	13	<b>Books:</b> Desert's Gift <b>Passages:</b> Monkey Brothers and the Hero Twins; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; Ghost Dancers

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse). STAAR-S</b>		
	Interactive	Activities
6	12	<b>Poems:</b> Moondrops; Lunar Balloon; Changin'; The Dark Side of the Moon
	13	<b>Passages:</b> Night Spirits of the Rainforest

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(A) sequence and summarize the plot's main events and explain their influence on future events; <b>STAAR-R</b>		
	Interactive	Activities
	12	<b>Books:</b> Fossil Hunters: The Black Hills Dig; Science Fair
	Teacher Resources	Activities
8A	CBI 2	<b>Lessons:</b> 24 – Reading for Meaning
	CBI 3	<b>Lessons:</b> 26 – Reading for Meaning
	CBI 4	<b>Lessons:</b> 25 – Reading for Meaning
	CBI 5	<b>Lessons:</b> 21 – Reading for Meaning
	CBI 6	<b>Lessons:</b> 18 – Reading for Meaning
	CBI 7	<b>Lessons:</b> 20 – Reading for Meaning
	CBI 8	<b>Lessons:</b> 19 – Reading for Meaning
	CBI 9	<b>Lessons:</b> 28 – Reading for Meaning
	CBI 10	<b>Lessons:</b> 24 – Reading for Meaning
	CBI 11	<b>Lessons:</b> 15 – Reading for Meaning
	CBI 12-14	<b>Lessons:</b> 5 – Summarizing
	SBI	<b>Comprehension:</b> 5 – Summarizing Strategy 6 – Summarizing Strategy

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) describe the interaction of characters including their relationships and the changes they undergo; <b>STAAR-R</b>		
	Interactive	Activities
8B	8	<b>Decodable Books:</b> The Fox Pack
	9	<b>Decodable Books:</b> Winterstorm, The Wise Crow

TEKS	Istation	
Reading	Interactive	Activities
8B (cont.)	10	<b>Read Aloud Books:</b> Who Is Following Us? <b>Books:</b> Who is Following Us? <b>Decodable Books:</b> The Hero; The Three Little Bugs; George Washington Carver; Humphrey the Humpback Whale
	11	<b>Decodable Books:</b> Who is Following Us?; The Three Little Bugs
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 37, 38, 39 – Character
	CBI 10	<b>Lessons:</b> 17 – Comprehension: Character Analysis

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography. STAAR-S</b>		
	Interactive	Activities
9	10	<b>Decodable Books:</b> A Star is Born; The Hero; The Three Little Bugs; Humphrey the Humpback Whale <b>Passages:</b> Water is a Good Thing; The Strange Noise; Pet Parade; People Send Mail
	11	<b>Decodable Books:</b> The Three Little Bugs <b>Passages:</b> From Fearful to Fearless; The Dirt Detectives
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 20, 21, 22 – Drawing Conclusions 13, 23, 24, 68 – Making Inferences

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses. STAAR-S</b>		
	Interactive	Activities
10	10	<b>Decodable Books:</b> A Star is Born; Shopping With Mom; The Hero; The Three Little Bugs; Humphrey the Humpback Whale <b>Passages:</b> Water is a Good Thing; The Strange Noise; Pet Parade; People Send Mail
	11	<b>Decodable Books:</b> The Three Little Bugs <b>Passages:</b> From Fearful to Fearless; The Dirt Detectives
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 20, 21, 22 – Drawing Conclusions 13, 23, 24, 68 – Making Inferences
	CBI 5	<b>Lessons:</b> 18 – Passage Reading: Prosody
	CBI 7	<b>Lessons:</b> 16 – Passage Reading: Prosody
	CBI 8	<b>Lessons:</b> 15, 16 – Passage Reading: Prosody
	CBI 9	<b>Lessons:</b> 21 – Passage Reading: Prosody

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</b>		
	Interactive	Activities
11	13	<b>Self-Selected Reading:</b> Monkey Brothers and the Hero Twins; Dangerous Snakes; Monkey Trouble; Blowing Bubbles From the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author’s stated purposes in writing the text.</b>		
	Interactive	Activities
12	13	<b>Books:</b> The Rain Forest Howlers; The Desert’s Gift

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) draw conclusions from the facts presented in text and support those assertions with textual evidence; <b>STAAR-R</b>		
	Interactive	Activities
13B	1	<b>Read Aloud Books:</b> Dusty the Dog and Coco the Cat; Mac and Cam; Clem the Clown; Sam Has Mail <b>HFWs Books:</b> Pam and The Cap
	2	<b>Read Aloud Books:</b> Pam and the Cap; The Act
	3	<b>Read Aloud Books:</b> The Garden Trail; Trips With My Family; Lamps <b>Books:</b> Trips With My Family
	4	<b>Decodable Books:</b> Jean and Dean; Meg and the Hen; The Green Team
	5	<b>Books:</b> Where Will They Ride? <b>Decodable Books:</b> Late for the Game; I Rode Home
	6	<b>Books:</b> Pets-Fish <b>Decodable Books:</b> Time to Ride
	8	<b>Decodable Books:</b> The Shrimp and the Shark; Shel and Beth
	9	<b>HFWs Books:</b> The Best Trip <b>Passages:</b> Earthworms Help
	10	<b>HFWs Books:</b> How Can That Be? <b>Decodable Books:</b> How Can That Be?; A Star is Born; Spiders; How Mountains Form; Humphrey the Humpback Whale <b>Passages:</b> Water Cycle; Insects; Going to the Vet;

TEKS	Istation	
Reading	Interactive	Activities
13B (cont.)	11	<b>Passages:</b> The Hurricane; The Dirt Detectives
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 13, 23, 24, 68 – Making Inferences

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

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

(C) identify explicit cause and effect relationships among ideas in texts; **STAAR-R**

	Interactive	Activities
13C	10	<b>Decodable Books:</b> A Star is Born; The Hero; The Three Little Bugs; Humphrey the Humpback Whale <b>Passages:</b> Water is a Good Thing; The Strange Noise; Pet Parade; People Send Mail

TEKS	Istation	
Reading	Interactive	Activities
	11	<b>Decodable Books:</b> The Three Little Bugs <b>Passages:</b> From Fearful to Fearless; The Dirt Detectives
	Teacher Resources	Activities
	CBI 5	<b>Lessons:</b> 18 – Passage Reading: Prosody
	CBI 7	<b>Lessons:</b> 16 – Passage Reading: Prosody
	CBI 8	<b>Lessons:</b> 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody
	CBI 9	<b>Lessons:</b> 21 – Passage Reading: Prosody

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

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

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

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

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(A) follow and explain a set of written multi-step directions; and		
	<b>Interactive</b>	<b>Activities</b>
15A	13	<b>Passages:</b> Blowing Bubbles From the Rain Forest

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(B) locate and use specific information in graphic features of text. <b>STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
15B	13	<b>Passages:</b> Dangerous Snakes

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article). <b>STAAR-S</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
16C	SBI	<b>Writing:</b> 40, 41, 42 – Power for the Planet 1, 2 & 3

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);		
	<b>Teacher Resources</b>	<b>Activities</b>
17A	SBI	<b>Writing:</b> 25 – Fields of Change: Autumn/ Winter 26 – The Moon 30 – Earth: The Changing Surface 34 – The Rain Forest Howlers, Chapter 1 40, 41, 42 – Power for the Planet 1, 2, & 3
	WR	<b>Paragraph Building:</b> Unit 1 – Ideas <b>Essay Writing:</b> Personal Narrative/Unit 2 – Planning

TEKS	Istation	
Reading	Interactive	Activities
17A (cont.)	WR	<b>Paragraph Building:</b> Ideas Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(B) develop drafts by categorizing ideas and organizing them into paragraphs;		
	<b>Teacher Resources</b>	<b>Activities</b>
17B	SBI	<b>Writing:</b> 26 – The Moon 40, 41, 42 – Power for the Planet 1, 2, & 3
	WR	<b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;		
	<b>Teacher Resources</b>	<b>Activities</b>
17C	SBI	<b>Writing:</b> 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 40, 41, 42 – Power for the Planet 1, 2 & 3
	WR	<b>Paragraph Building:</b> Unit – 5 Sentence Fluency; Unit – 6 Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 –Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative



TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and		
	Teacher Resources	Activities
17D	SBI	<b>Writing:</b> 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 40, 41, 42 – Power for the Planet 1, 2 & 3
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(E) publish written work for a specific audience.		
	Teacher Resources	Activities
17E	SBI	<b>Writing:</b> 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 40, 41, 42 – Power for the Planet 1, 2 & 3
	WR	<b>Paragraph Building:</b> Unit 3 - Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait; Word Choice Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and		
	<b>Teacher Resources</b>	<b>Activities</b>
18A	SBI	<b>Writing:</b> 29 – Fossil Hunters: The Black Hills Dig 34 – The Rain Forest Howlers, Chapter 1 35 – The Rain Forest Howlers, Chapter 2

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).		
	<b>Teacher Resources</b>	<b>Activities</b>
18B	SBI	<b>Writing:</b> 27 – A View from Above 34 – The Rain Forest Howlers 1

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
19	SBI	<b>Writing:</b> 2 – See Sam Sit 3 – Dots and Spots 5 – Fred Has Ten Hens 7 – Fun at Home 8 – Late for the Game 9 – The Dunes 10 – Where is Jane? 12 – Boats 13 – A Big Sneeze 15 – Mitch’s Big Fish Tales
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Units 2 – Planning; Unit 3 – Drafting
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

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

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

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A) create brief compositions that:		
(iii) contain a concluding statement;		
	<b>Teacher Resources</b>	<b>Activities</b>
20A iii	SBI	<b>Writing:</b> 26 – The Moon 40, 41, 42 – Power for the Planet 1, 2 & 3
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Conventions

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and		
	<b>Teacher Resources</b>	<b>Activities</b>
20B	SBI	<b>Writing:</b> 23 – Earth: Day, Night and Seasons 34 – The Rain Forest Howlers, Chapter 1

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(C) write responses to literary or expository texts that demonstrate an understanding of the text.		
	<b>Interactive</b>	<b>Activities</b>
20C	13	<b>Self Selected Passages:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights

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

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

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

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

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(ii) nouns (singular/plural, common/proper);

	Teacher Resources	Activities
22A ii	SBI	<b>Writing:</b> 21 – Our Solar System
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	

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

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);

	Teacher Resources	Activities
22Aiii	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

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

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

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

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



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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(B) use the complete subject and the complete predicate in a sentence		
	Teacher Resources	Activities
22B	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer 34 – The Rain Forest Howlers, Chapter 1
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(C) use complete simple and compound sentences with correct subject-verb agreement.		
	Teacher Resources	Activities
22 C	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer 34 – The Rain Forest Howlers, Chapter 1

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(A) write legibly in cursive script with spacing between words in a sentence;		
	Teacher Resources	Activities
23A	SBI	<b>Writing:</b> 21 – Our Solar System 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 40, 41, 42 – Power for the Planet 1, 2 & 3

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(i) geographical names and places;		
	Teacher Resources	Activities
23Bi	SBI	<b>Writing:</b> 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Autumn/ Winter 35 The Rain Forest Howlers, Chapter 2
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(ii) historical periods; and		
	Teacher Resources	Activities
23Bii	SBI	<b>Writing:</b> 30 – The Changing Surface

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(iii) official titles of people;		
	Teacher Resources	Activities
23Biii	SBI	<b>Writing:</b> 23 – Earth: Day, Night and Seasons 25 – Fields of Change: Autumn/ Winter 35 – The Rain Forest Howlers, Chapter 2
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(C) recognize and use punctuation marks including:		
(i) apostrophes in contractions and possessives; and		
	Teacher Resources	Activities
23C i	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer 27 – A View from Above 30 – The Changing Surface
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(C) recognize and use punctuation marks including:		
(ii) commas in series and dates; and		
	<b>Interactive</b>	<b>Activities</b>
23C ii	13	<b>Books:</b> The Desert's Gift
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Writing:</b> 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Spring/ Summer 26 – The Moon 27 – A View from Above 35 – The Rain Forest Howlers, Chapter 2
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(D) use correct mechanics including paragraph indentations:		
	<b>Teacher Resources</b>	<b>Activities</b>
23D	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;		
	<b>Teacher Resources</b>	<b>Activities</b>
24A	CBI 0	<b>Lessons:</b> 7 – Segmenting Spoken Words Game 8 – Blending spoken sounds into Words

TEKS	Istation	
Reading	Teacher Resources	Activities
24A (cont.)	CBI 0	<b>Lessons:</b> 12 – Ending sounds with Sounds Squares 13 – Ending Sounds 14 – Middle Sounds
	CBI 1	<b>Lessons:</b> 12 – Blend Sounds to Say Words 13 – Blend Sounds to Read Words 14 – Rapid Letter and Word Naming 15 – Read Sentences with HFWs and, the, see, has
	CBI 2	<b>Lessons:</b> 9 – Vowel Sound /i/ 10 – Vowel Sound /i/ and Letter i 11 – Vowel Sounds and Letters /a/ and /i/ 12 – Middle Sounds 13 – Middle Sounds: Decorator Service Game 16 – Blending Beginning/ Middle/ Ending Sounds with Letters 17 – Blend Sounds with Letters t, l, s, l 18 – Blend Sounds with Letters to Read Words 19 – Read CVC Words with Short i 20 – Rhyming Phonograms 21 – Rapid Letter and Word Naming 22 – Read Sentences with HFWs this, is, his, go 23 – Spelling with short /a/ and short /i/ 24 – Reading for Meaning
	CBI 3	<b>Lessons:</b> 6 – Vowel sound /o/ 7 – Vowel Sound /o/ and Letter o 8 – Vowel Sounds and Letters /i/ and /o/ 9 – Blending Beginning/Middle/ Ending sounds with Letters 10 – Blend Sounds with Letters to Read Words 20 – Rhyme Phonograms, Short Vowels 21 – Rhyme Phonograms, Long Vowels 23 – Read Sentences with HFWs they, you, are, here 24 – Spelling with s-blend and short /o/ 25 – Spelling Long A /ai/ and Long O /oa/ 26 – Reading for Meaning
	CBI 4	<b>Lessons:</b> 6 – Vowel Sound /e/ 7 – Vowel Sound /e/ and letter e 8 – Vowel Sounds /o/ and /e/ 9 – Blending Beginning/Middle/ Ending Sounds with Letters 18 – Rhyme Phonograms, Short Vowels 19 – Rhyme Phonograms, Long Vowels 21 – Read Sentences with HFWs with, my, where, to 22 – Rhyming Words and Poetry 23 – Spelling with Short /e/ and Blends 24 – Spelling Long E with /ee and /ea/ 25 – Reading for Meaning
	CBI 5	<b>Lessons:</b> 6 – Vowel Sound /u/ 7 – Vowel Sound /u/ and Letter u 8 – Blending Beginning/Middle/Ending Sounds with Letters 15 – Rhyme Phonograms, Long Vowels 17 – Read Sentences with HFWs what, said, her, for 18 – Passage Reading: Prosody 19 – Spelling with Short /u/ and Blends 20 – Spelling CVCe with a_e and o_e 21 – Reading for Meaning

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with more advanced orthographic patterns and rules:		
(i) consonant doubling when adding an ending		
	Interactive	Activities
24B i	10	<b>Lessons:</b> Verb Dog - Doubling final consonants
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 10	<b>Lessons:</b> 3 – Inflected Ending -ing 4 – Inflected Ending -ed
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing & Revising

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with more advanced orthographic patterns and rules:		
(ii) dropping final “e” when endings are added (e.g., -ing, -ed);		
	Interactive	Activities
24B ii	11	<b>Lessons:</b> Inflected Ending: Nouns Inflected Ending : Verbs
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 9	<b>Lessons:</b> 13 – Inflected Ending -s 14 – Inflected Ending -ing 15 – Inflected Ending -ed
	CBI 11	<b>Lessons:</b> 5 – Inflected endings
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing & Revising

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



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

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

TEKS	Istation	
Third Grade Reading	Reading Curriculum	
<b>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with more advanced orthographic patterns and rules:		
(vi) abstract vowels (e.g., ou as in could, touch, through, bought);		
	Interactive	Activities
24B vi	3	<b>Word Masters Books:</b> The Lost Island <b>Games:</b> Word Masters Spelling Game
	4	<b>Word Masters Books:</b> The Great Pig Escape <b>Games:</b> Word Masters Spelling Game
	5	<b>Word Masters Books:</b> Fun at Pine Cone Stream <b>Games:</b> Word Masters Spelling Game
	6	<b>Word Masters Books:</b> The Kid in the Mask <b>Games:</b> Word Masters Spelling Game
	7	<b>Word Masters Books:</b> The Case of the Haunted Barn <b>Games:</b> Word Masters Spelling Game
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 6	<b>Lessons:</b> 12 – Blend Sounds with Letters to Read and Spell Words
	CBI 10	<b>Lessons:</b> 6 – Spell and Read Words with ow and ou 16 – Spell and Read words with Vowel Digraphs aw and au
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/ Unit 3 – Drafting; Unit 4 – Editing & Revising

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

TEKS	Istation	
Reading	Interactive	Activities
24C (cont.)	6	<b>HFWs:</b> was, that, from, she <b>HFWs Books:</b> Where is Jane? <b>Games:</b> Rapid Word Naming Game [Virus Game-HFWs]
	7	<b>HFWs:</b> do, have, come, of, their, some <b>HFWs Books:</b> Hide and Seek <b>Games:</b> Rapid Word Naming Game [Virus Game-HFWs]
	8	<b>HFWs Books:</b> I Like to Help
	9	<b>HFWs Books:</b> The Best Trip
	10	<b>HFWs Books:</b> How Can That Be?
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 1	<b>Lessons:</b> 15 – Read Sentences with HFWs: and, the, see, has
	CBI 2	<b>Lessons:</b> 22 – Read Sentences with HFWs: this, is, his, go
	CBI 5	<b>Lessons:</b> 18 – Passage Reading: Prosody
	CBI 7	<b>Lessons:</b> 16 – Passage Reading: Prosody
	CBI 8	<b>Lessons:</b> 15 – Passage Reading: Prosody (My Illustrations) 16 – Passage Reading: Prosody
	CBI 9	<b>Lessons:</b> 20 – Read HFWs
	CBI 10	<b>Lessons:</b> 18 – HFWs 19 – Read HFWs in Sentences
	CBI 11	<b>Lessons:</b> 13 – HFWs
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/ Unit 3 – Drafting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and		
	<b>Teacher Resources</b>	<b>Activities</b>
29A	SBI	<b>Writing:</b> 26 – The Moon 29 – Fossil Hunters: The Black Hills Dig 33 – Brookside’s Best Science Fair Ever! 34 The Rain Forest Howlers, Chapter 1



<b>TEKS</b>	<b>Istation</b>	
<b>Third Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(29) Listening and Speaking/Listening.</b> Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:		
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.		
	<b>Interactive &amp; Teacher Resources</b>	<b>Activities</b>
29B		<b>All Lessons</b>

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

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

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

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

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

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

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

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



# Istation

Supporting Educators. Empowering Kids.  
**Changing Lives.**

## Istation Reading Curriculum

Correlated to Texas Essential Knowledge  
and Skills/Language Arts

**Grade 4**

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(1) Students read grade-level text with fluency and comprehension. Students are expected to: read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</b>		
	Interactive	Activities
1	12	<b>Books:</b> Our Solar System; Mission Incredible; Day, Night, and Seasons; Fields of Change; The Moon; Rocks and Soil; The Changing Surface; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever! <b>Passages:</b> Exploring Space; The Dirt Detectives; Natural Resources; Water Recycled; Hurricanes
	13	<b>Books:</b> Amazonia Alert!; Survivors; The Desert's Gift; Bees at Risk; Nature's Healers; Forest Fires: Lessons from the Front Lines <b>Cumulative Assessments:</b> Unit 1, Unit 2, & Unit 3 – Vocabulary and Comprehension

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(2) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b>		
<b>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes STAAR-R</b>		
	Interactive	Activities
2A	12	<b>Books:</b> Our Solar System; A View from Above; Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever! <b>Passages:</b> Exploring Space
	13	<b>Books:</b> Survivors; The Rain Forest Howlers: Alex to the Rescue; Amazonia; The Desert's Gift; Bees at Risk; Forest Fires: Lessons from the Front Lines <b>Cumulative Assessments:</b> Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension
	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> 3 – Vocabulary: Structural Analysis

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(2) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</b>		
<b>(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words STAAR-R</b>		
	Interactive	Activities
2B	12	<b>Books:</b> Our Solar System; Mission Incredible; Mission Incredible; Fields of Change; Rocks and Soil; The Changing Surface; Weather Watchers; Weather Watchers; Brookside's Best Science Fair Ever! <b>Games:</b> Vocabulary Review Game: 1, 2, & 3 <b>Passages:</b> Water Recycled- Questions
	13	<b>Books:</b> Welcome to the Rainforest; Survivors; The Desert's Gift; Nature's Gift; Forest Fires: Lessons From the Front Lines

TEKS	Istation	
Reading	Interactive	Activities
2B (cont.)	13	<b>Games:</b> The Desert's Gift Vocabulary Game; Bees at Risk Vocabulary Game; Welcome to the Rainforest Vocabulary Game; The Rain Forest Howlers: Alex to the Rescue Vocabulary Game <b>Cumulative Assessments:</b> Unit 1, Unit 2, & Unit 3- Vocabulary and Comprehension
	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> 10 –Vocabulary: Context

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
(2) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		
( C) complete analogies using the knowledge of antonyms and synonyms (e.g., boy: girl as male: _____ or girl; woman as boy: _____) STAAR-R		
	Teacher Resources	Activities
2C	SBI	<b>Vocabulary:</b> 35 – Understanding Analogies 36 – Creating Analogies 37 – Creating Analogies

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
(2) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		
(D) identify the meaning of common idioms; and		
	Teacher Resources	Activities
2D	SBI	<b>Vocabulary:</b> 38 – Understanding Idioms 39 – Creating Idioms 40 – Creating Idioms

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
(2) Reading/ Vocabulary Development. Students understand new vocabulary and use it when reading and writing.		
(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words		
	Interactive	Activities
2E	12	<b>Books:</b> The Moon: glossary
	13	<b>Books:</b> Amazonia Alert!: glossary
	Teacher Resources	Activities
	SBI	<b>Writing:</b> 18 – The Hero 19 – The Three little Bugs 20 – George Washington Carver

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(3) Reading/Comprehension of Literary Text/ Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding</b>		
<b>(A) summarize and explain the lesson or message of a work of fiction as its theme: STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
3A	12	<b>Books:</b> Mission Incredible; Fields of Change; Weather Watchers; Brookside's Best Science Fair Ever!
	13	<b>Books:</b> The Rain Forest Howlers: Alex to Rescue; The Desert's Gift
	<b>Teacher Resources</b>	<b>Activities</b>
	CBI 12-14	<b>Lessons:</b> 5 – Summarizing

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(3) Reading/Comprehension of Literary Text/ Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding</b>		
<b>(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
3B	12	<b>Books:</b> Weather Watchers
	13	<b>Books:</b> The Rain Forest Howlers: Alex to the Rescue; The Desert's Gift <b>Cumulative Assessments:</b> Unit 2 & Unit 3 – Comprehension
	<b>Teacher Resources</b>	<b>Activities</b>
	CBI 12-14	<b>Lessons:</b> 11 – Compare & Contrast

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(4) Reading/ Comprehension of Literary Text/ Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to: explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
4	12	<b>Books:</b> A View from Above: A Collection of Moon Poems
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 54 – Literature/Poetry Analysis: Night Spirits of the Rain Forest 55 – Literature/Poetry Analysis: A View from Above

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(6) Reading/ Comprehension of Literary Text/ Fiction. Students understand, make inference and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(A) sequence and summarize the plot's main event and explain their influence on future events <b>STAAR-R</b>		
	Interactive	Activities
6A	12	<b>Lessons:</b> Comprehension Reteach – Summarization <b>Books:</b> Mission Incredible; Fossil Hunters: The Black Hills Dig; Brookside's Best Science Fair Ever!
	13	<b>Books:</b> The Rain Forest Howlers: Alex to the Rescue
	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> 5 – Summarizing 12 – Sequence
	SBI	<b>Comprehension:</b> 6 – Summarizing Strategy 32 – Sequencing 67 – Summarizing

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(6) Reading/ Comprehension of Literary Text/ Fiction. Students understand, make inference and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) describe the interaction of characters including their relationships and the changes they undergo; <b>STAAR-R</b>		
	Interactive	Activities
6B	11	<b>Books:</b> Who Is Following Us?
	12	<b>Comprehension Questions/Books:</b> Fields of Change; Weather Watchers; Brookside's Best Science Fair Ever! <b>Comprehension Questions/Passages:</b> A Trip to the Grand Canyon
	13	<b>Books:</b> The Rain Forest Howlers: Alex to the Rescue; The Desert's Gift <b>Cumulative Assessments:</b> Unit 3- Comprehension
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 61 – Literature/Analyzing Elements of Fiction: The Rain Forest Howlers, Chapters 1 and 2 62 – Literature/Analyzing Elements of Fiction: Phaeton and the Chariot of Fire 63 – Literature/Analyzing Elements of Fiction: The Desert's Gift



TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(6) Reading/ Comprehension of Literary Text/ Fiction. Students understand, make inference and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
( C) identify whether the narrator or speaker of a story is first or third person. STAAR-S		
	<b>Teacher Resources</b>	<b>Activities</b>
6C	SBI	<b>Comprehension:</b> 55 – Literature/Poetry Analysis: A View from Above

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(7) Reading/ Comprehension of Literary Text/ Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to: identify similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography. STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
7	12	<b>Lessons:</b> Text Structure, Parts 1 & 2 <b>Books:</b> The Moon
	13	<b>Books:</b> Amazonia Alert! Bees at Risk; Nature's Healers <b>Cumulative Assessments:</b> Unit 1, Unit 2, & Unit 3 – Comprehension
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 56 – Literature/Analyzing a Biography: George Washington Carver 57 – Literature/Biography: Jane Goodall, Champion of Chimpanzees 58 – Literature/Biography: J. K. Rowling

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(8) Reading/ Comprehension of Literary Text/ Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to: identify the author’s use of similes and metaphors to produce imagery. STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
8	13	<b>Books:</b> The Rain Forest Howlers: Alex to the Rescue; Forest Fires: Lessons from the Front Lines
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 55 – Literature/Poetry Analysis: A View from Above 61 – Literature/Analyzing Elements of Fiction: The Rain Forest Howlers, Chapters 1 & 2

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(9) Reading/ Comprehension of Text/ Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to: read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</b>		
	<b>Interactive</b>	<b>Activities</b>
9	13	<b>Discovery Island: Self-Selected Reading – Unit 1, Unit 2, &amp; Unit 3</b> <b>Discovery Island: Writing Responses – Unit 1, Unit 2, &amp; Unit 3</b>

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(10) Reading/Comprehension of Informational Text/ Culture and History. Students analyze, make inference and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: explain the difference between a stated and an implied purpose for an expository text.</b>		
	<b>Interactive</b>	<b>Activities</b>
10	12	<b>Books:</b> Atmosphere
	13	<b>Books:</b> Bees at Risk; Nature's Healers; Forest Fires: Lessons from the Front Lines <b>Cumulative Assessments:</b> Unit 2 – Comprehension <b>Cumulative Assessments:</b> Unit 2, & Unit 3 – Comprehension
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 47 – Informational Texts: Amazonia Alert 48 – Informational Texts: The World’s Healers 49 – Informational Texts: Phoenix Lights

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(11) Reading/ Comprehension of Informational Text/ Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
<b>(A) summarize the main idea and supporting details in text in ways that maintain meaning; STAAR-R</b>		
	<b>Interactive</b>	<b>Activities</b>
11A	12	<b>Books:</b> Our Solar System; Rocks and Soil <b>Passages:</b> Natural Resources
	13	<b>Books:</b> Amazonia Alert!; Survivors; Nature's Healers <b>Cumulative Assessments:</b> Unit 1 & Unit 2 – Comprehension
	<b>Teacher Resources</b>	<b>Activities</b>
	CBI 12-14	<b>Lessons:</b> 2 – Main Idea

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(11) Reading/ Comprehension of Informational Text/ Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) distinguish fact from opinion in a text and explain how to verify what is a fact; <b>STAAR-S</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
11B	SBI	<b>Comprehension:</b> 47 – Informational Texts: Amazonia Alert 48 – Informational Texts: The World’s Healers

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(11) Reading/ Comprehension of Informational Text/ Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; <b>STAAR-R</b>		
	<b>Interactive</b>	<b>Activities</b>
11C	12	<b>Books:</b> Our Solar System; The Moon; Day, Night, and Seasons; Rocks and Soil; The Changing Surface; Atmosphere; Natural Resources; Do Your Part <b>Passages:</b> Exploring Space – Questions

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(11) Reading/ Comprehension of Informational Text/ Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. <b>STAAR-R</b>		
	<b>Interactive</b>	<b>Activities</b>
11D	12	<b>Books:</b> Our Solar System; The Moon; Day, Night, and Seasons; Rocks and Soil; The Changing Surface; Atmosphere; Natural Resources; Do Your Part <b>Passages:</b> Exploring Space
	13	<b>Books:</b> Amazonia Alert!; Survivors; Bees at Risk; Nature’s Healers; Forest Fires: Lessons from the Front Lines <b>Cumulative Assessments:</b> Unit 1, Unit 2 & Unit 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(12) Reading/ Comprehension of Informational Text/ Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to: explain how an author uses language to present information to influence what the reader thinks or does.</b>		
	<b>Interactive</b>	<b>Activities</b>
12	12	<b>Passages:</b> Do Your Part

TEKS	Istation	
Reading	Teacher Resources	Activities
12 (cont.)	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Media Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Analyzing Persuasive Media: Global Warming–Not Just for Polar Bears Anymore

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(13) Reading/Comprehension of Informational Text/ Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); <b>STAAR-S</b>		
	Interactive	Activities
13A	13	<b>Books:</b> Amazonia Alert! <b>Passages:</b> Blowing Bubbles from the Rainforest
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 49 – Informational Texts: Understanding Procedural Texts

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(13) Reading/Comprehension of Informational Text/ Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). <b>STAAR-S</b>		
	Interactive	Activities
13B	12	<b>Books:</b> Our Solar System; The Moon; The Changing Surface
	13	<b>Books:</b> Amazonia Alert!; Survivors; Bees at Risk; Nature's Healers
	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> Representing Text

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(14) Reading/ Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: STAAR-S</b>		
(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior;		
	Teacher Resources	Activities
14A	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Media Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement

TEKS	Istation	
Reading	Teacher Resources	Activities
14A	SBI	<b>Comprehension:</b> 53 – Informational Texts/Analyzing Persuasive Media: Global Warming–Not Just for Polar Bears Anymore

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

**(14) Reading/ Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**

(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and

	Teacher Resources	Activities
14B	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Media Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Analyzing Persuasive Media: Global Warming–Not Just for Polar Bears Anymore

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

**(14) Reading/ Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:**

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

	Teacher Resources	Activities
14C	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Media Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Analyzing Persuasive Media: Global Warming–Not Just for Polar Bears Anymore

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

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

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

	Teacher Resources	Activities
15A	SBI	<b>Writing:</b> 25 – Fields of Change: Autumn/ Winter 26 – The Moon 28 – Earth: Rocks and Soil

TEKS	Istation	
Reading	Teacher Resources	Activities
15A (cont.)	SBI	<b>Writing:</b> 30 – The Changing Surface 34 – The Rain Forest Howlers, Chapter 1 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 1 – Ideas; Unit 4 – Word Choice <b>Essay Writing:</b> Unit 2 – Planning
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Ideas Trait; Organization Trait; Voice Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(15) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(B) develop drafts by categorizing ideas and organizing them into paragraphs;		
	Teacher Resources	Activities
15B	SBI	<b>Writing:</b> 22 – Mission Incredible 26 – The Moon 32 – Weather Watchers 39 – Bees at Risk 42 – Power for the Planet 3
	WR	<b>Paragraph Building:</b> Unit 2 – Organization <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(15) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;		
	Teacher Resources	Activities
15C	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil

TEKS	Istation	
Reading	Teacher Resources	Activities
15C (cont.)	SBI	<b>Writing:</b> 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 40, 41, 42 – Power for the Planet 1, 2 & 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit – 5 Sentence Fluency; Unit – 6 Conventions <b>Essay Writing:</b> Personal Narrative Units 3 & 4
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(15) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and		
	Teacher Resources	Activities
15D	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(15) Writing/ Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.		
	Teacher Resources	Activities
15E	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 3 - Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Ideas trait; Organization Trait; Voice Trait; Sentence Fluency Trait; Word Choice Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and		
	Teacher Resources	Activities
16A	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 32 - Weather Watchers 34, 35 – The Rain Forest Howlers, Chapters 1 & 2 37 – Survivors! 43 – Forest Fires



<b>TEKS</b>	<b>station</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).		
	<b>Teacher Resources</b>	<b>Activities</b>
16B	SBI	<b>Writing:</b> 27 – A View from Above 34 – Rain Forest Howlers, Chapter 1 37 – Survivors!

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(17) Writing. Students write about their own experiences. Students are expected to: write about important personal experiences.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
17	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 2 – Planning; Unit 3 – Drafting
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
A) create brief compositions that:		
(i) establish a central idea in a topic sentence;		
	<b>Teacher Resources</b>	<b>Activities</b>
18A i	SBI	<b>Writing:</b> 25 – Fields of Change: Autumn/ Winter 28 – Earth: Rocks and Soil 31 – Atmosphere 36 – Amazonia Alert!
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Conventions

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
A) create brief compositions that:		
(ii) include supporting sentences with simple facts, details, and explanations; and		
	Teacher Resources	Activities
18A ii	SBI	<b>Writing:</b> 25 – Fields of Change: Autumn/ Winter 28 – Earth: Rocks and Soil 31 – Atmosphere 36 – Amazonia Alert!
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
A) create brief compositions that:		
(iii) contain a concluding statement;		
	Teacher Resources	Activities
18A iii	SBI	<b>Writing:</b> 26 – The Moon 36 – Amazonia Alert! 42 – Power for the Planet 3
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and		
	Teacher Resources	Activities
18B	SBI	<b>Writing:</b> 23 – Earth: Day, Night and Seasons 28 – Earth: Rocks and Soil 34 The Rain Forest Howlers, Chapter 1 38 – The Desert’s Gift

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding		
	<b>Interactive</b>	<b>Activities</b>
18C	13	<b>Self Selected Passages:</b> The Bats of Austin; Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; What Time is it?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero's Life; Ghost Party; Colossal Critter Construction; Into the Darkness; Spirit of the World; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(19) Writing/ Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to: write persuasive essays for appropriate audiences that establish a position and use supporting details.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
19	SBI	<b>Writing:</b> 16 – The Best Trip 31 – Atmosphere 33 – Brookside's Best Science Fair Ever!

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(i) verbs (irregular verbs);		
	<b>Teacher Resources</b>	<b>Activities</b>
20 A i	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 26 – The Moon
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(ii) nouns (singular/plural, common/proper);		
	<b>Teacher Resources</b>	<b>Activities</b>
20 A ii	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 37 – Survivors! 38 – The Desert’s Gift
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);		
	<b>Teacher Resources</b>	<b>Activities</b>
20 A iii	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer 37 – Survivors! 38 – The Desert’s Gift
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iv) adverbs (e.g. frequency: usually, sometimes; intensity: almost, a lot);		
	Teacher Resources	Activities
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;		
	Teacher Resources	Activities
20 A v	SBI	<b>Writing:</b> 21 – Our Solar System 24 – Fields of Change: Spring/ Summer 30 – The Changing Surface 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vi) reflexive pronouns (e.g., myself, ourselves)		
	<b>Teacher Resources</b>	<b>Activities</b>
20A vi	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(viii) use time-order transition words and transitions that indicate a conclusion;		
	<b>Teacher Resources</b>	<b>Activities</b>
20A viii	WR	<b>Paragraph Building:</b> Unit 2 – Organization; Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(B) use the complete subject and the complete predicate in a sentence; and		
	Teacher Resources	Activities
20 B	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 40, 41, 42 – Power for the Planet 1, 2 & 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(C) use complete simple and compound sentences with correct subject-verb agreement.		
	Teacher Resources	Activities
20 C	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above

TEKS	Istation	
Reading	Teacher Resources	Activities
20C (cont.)	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 40, 41, 42 – Power for the Planet 1, 2 & 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
Reading	Teacher Resources	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

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

(A) write legibly by selecting cursive script or manuscript printing as appropriate;

	Teacher Resources	Activities
21A	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 The Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 40, 41, 42 – Power for the Planet 1, 2 & 3 43 – Forest Fires



TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(i) historical events and documents;		
	Teacher Resources	Activities
21B i	SBI	<b>Writing:</b> 22 – Mission Incredible 30 – The Changing Surface 36 – Amazonia Alert!

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(ii) titles of books, stories, and essays; and		
	Teacher Resources	Activities
21B ii	SBI	<b>Writing:</b> 22 – Mission Incredible 36 – Amazonia Alert! 42 – Power for the Planet 3
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization, Voice, Word Choice, Sentence Fluency, Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) use capitalization for:		
(iii) languages, races, and nationalities; and		
	Teacher Resources	Activities
21B iii	SBI	<b>Writing:</b> 23 – Earth: Day, Night, and Seasons 25 – Fields of Change: Autumn/ Winter 24 – Amazonia Alert! 38 – The Desert's Gift

TEKS	Istation	
Reading	Teacher Resources	Activities
21B iii (cont.)	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(C) recognize and use punctuation marks including:		
(i) commas in compound sentences; and		
	Teacher Resources	Activities
21C i	SBI	<b>Writing:</b> 26 – The Moon 27 – A View from Above 31 – Atmosphere 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(C) recognize and use punctuation marks including:		
(ii) quotation marks		
	Teacher Resources	Activities
21C ii	SBI	<b>Writing:</b> 22 – Mission Incredible 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 34 – The Rainforest Howlers, Chapter 1 42 – Power for the Planet 3 43 – Forest Fires

TEKS	Istation	
Reading	Teacher Resources	Activities
21C ii (cont.)	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 1 – Personal Narrative Characteristics: Dialogue; Unit 3 – Drafting; Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(A) spell words with more advanced orthographic patterns and rules:		
(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);		
	Interactive	Activities
22A i	10	<b>Lessons:</b> Inflected Endings [ed, es with double consonant, d with spelling ed]
	13	<b>Books:</b> Bees at Risk!
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 9	<b>Lessons:</b> 26 – Spelling Multisyllabic Words
	CBI 10	<b>Lessons:</b> 22 – Spelling with endings -y and -ie 23 – Spelling: Changing the y to i
	CB 11	<b>Lessons:</b> 5 – Inflected Endings
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(A) spell words with more advanced orthographic patterns and rules:		
(iii) double consonants in middle of words;		
	Interactive	Activities
22A iii	10	<b>Lessons:</b> Verb Dog - Doubling final consonants
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 10	<b>Lessons:</b> 3 – Inflected Ending -ing 4 – Inflected Ending -ed

TEKS	Istation	
Reading	Teacher Resources	Activities
22A iii (cont.)	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

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

B) spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);

	Interactive	Activities
22B	11	<b>Lessons:</b> Suffixes: (-er, -or, -ly, -ful, -less) <b>Passages:</b> From Fearful to Fearless
	13	<b>Books:</b> The Rain Forest Howlers: Welcome to the Rain Forest; Power for the Planet
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	CBI 11	<b>Lessons:</b> 1 – Prefixes: pre-, re-, un-, mis-, dis- 2 – Suffixes: -ful, -ly, -less, -er, -or
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

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

(C) spell commonly used homophones (e.g., there, they're, their; two, too, to); and

	Interactive	Activities
22C	11	<b>Lessons:</b> Homophones: pear/pair, son/sun, past/passed
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	SBI	<b>Vocabulary:</b> 24, 25, 26 – Homophones Writing: 23 – Earth: Day, Night and Seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change: Autumn/ Winter 27 – A View from Above 30 – The Changing Surface 32 – Weather Watchers 33 – Brookside's Best Science Fair Ever! 37 – Survivors!

TEKS	Istation	
Reading	Teacher Resources	Activities
22C (cont.)	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

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

(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

	Teacher Resources	Activities
22D	SBI	<b>Writing:</b> 23 – Earth: Day, Night, Seasons 24 – Fields of Change: Spring/ Summer 25 – Fields of Change Autumn/ Winter 28 – Earth: Rocks and Soil 42 – Power for the Planet 3
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

**(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:**

(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and

	Teacher Resources	Activities
23A	SBI	<b>Writing:</b> 40 – Power for the Planet 1 44 – Coral Reefs 1 47 – Ecosystem 1

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	

**(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:**

(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.

	Teacher Resources	Activities
23B	SBI	<b>Writing:</b> 40 – Power for the Planet 1 44 – Coral Reefs 1 47 – Ecosystem 1

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(A) follow the research plan to collect information from multiple sources of information both oral and written, including:		
(i) student-initiated surveys, on-site inspections, and interviews;		
	Teacher Resources	Activities
24A i	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(A) follow the research plan to collect information from multiple sources of information both oral and written, including:		
(ii) data from experts, reference texts, and online searches; and		
	Teacher Resources	Activities
24A ii	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(A) follow the research plan to collect information from multiple sources of information both oral and written, including:		
(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;		
	Teacher Resources	Activities
24A iii	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);		
	<b>Teacher Resources</b>	<b>Activities</b>
24B	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(C) take simple notes and sort evidence into provided categories or an organizer		
	<b>Teacher Resources</b>	<b>Activities</b>
24C	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(D) identify the author, title, publisher, and publication year of sources		
	<b>Teacher Resources</b>	<b>Activities</b>
24D	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources		
	<b>Teacher Resources</b>	<b>Activities</b>
24E	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</b>		
	Teacher Resources	Activities
25	SBI	<b>Writing:</b> 40 – Power for the Planet 2 45 – Coral Reefs 2 48 – Ecosystem 2

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to: draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</b>		
	Teacher Resources	Activities
26	SBI	<b>Writing:</b> 42 – Power for the Planet 3 46 – Coral Reefs 3 49 – Ecosystems 3

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and		
	Teacher Resources	Activities
27A	SBI	<b>Comprehension:</b> 4 – Asking Questions <b>Writing:</b> 11 – Homes 13 – A Big Sneeze 14 – King Zung and the Lark 17 – The Wise Crow 19 – The Three Little Bugs 56 – George Washington Carver 33 – Brookside’s Best Science Fair Ever!

TEKS	Istation	
Fourth Grade Reading	Reading Curriculum	
<b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(B) follow, restate, and give oral instructions that involve a series of related sequences of action.		
	Interactive	Activities
27B	1-11	<b>All Lessons</b>



<b>TEKS</b>	<b>Istation</b>	
<b>Reading</b>	<b>Teacher Resources</b>	<b>Activities</b>
27B (cont.)	CBI 12-14	<b>Lessons:</b> 12 – Sequence

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.</b>		
	<b>Interactive</b>	<b>Activities</b>
28	1-11	<b>All Lessons</b>
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Writing:</b> 11 – Homes 13 – A Big Sneeze 14 – King Zung and the Lark 17 – The Wise Crow 19 – The Three Little Bugs 56 – George Washington Carver 33 – Brookside’s Best Science Fair Ever!

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to: participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
29	SBI	<b>Writing:</b> 56 – George Washington Carver

<b>TEKS</b>	<b>Istation</b>	
<b>Fourth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</b>		
(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;		
	<b>Interactive</b>	<b>Activities</b>
R/CS A	7	<b>Read Aloud Books:</b> Where Will They Ride?; Fun at the Pond
	10	<b>Read Aloud Books:</b> Who Is Following Us?; Return to Lost Island

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

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

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

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



# Istation

Supporting Educators. Empowering Kids.  
**Changing Lives.**

## Istation Reading Curriculum

Correlated to Texas Essential Knowledge  
and Skills/Language Arts

***Grade 5***

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</b>		
	<b>Interactive</b>	<b>Activities</b>
1	13	<b>Books:</b> Amazonia Alert!; Survivors; The Desert's Gift; Bees at Risk; Forest Fires: Lessons from the Front Lines; Exploring the Deep; Race Across the Arctic

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; STAAR-R		
	<b>Interactive</b>	<b>Activities</b>
2A	13	<b>Books:</b> Amazonia Alert!; Survivors; The Desert's Gift; Bees at Risk; Forest Fires: Lessons from the Front Lines; Exploring the Deep; Race Across the Arctic
	<b>Teacher Resources</b>	<b>Activities</b>
	CBI 12-14	<b>Lessons:</b> 3 – Vocabulary
	SBI	<b>Vocabulary:</b> 21 – Affixes

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; STAAR-R		
	<b>Interactive</b>	<b>Activities</b>
2B	9	<b>Books:</b> The Flying Pizza <b>Decodable Books:</b> Coach Chapman; A Trip to the Dentist; Winter Snowstorm; Roy and Troy Like Trains; <b>Passages:</b> Ranch Hands; The Colt; Earthworms Help; Hurricanes; The Dirt Detectives
	10	<b>Decodable Books:</b> Spiders, The Three Little Bugs, Whales, How Mountains Form, George Washington Carver, Humphrey the Humpback Whale <b>Passages:</b> Pet Parade, The Water Teacher Resources, Insects, People Send Mail
	11	<b>Passages:</b> From Fearful to Fearless

TEKS	Istation	
Reading	Interactive	Activities
2B (cont.)	12	<p><b>Books:</b> Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change; The Moon; A View from Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Earth: Atmosphere; Weather Watchers; Brookside's Best Science Fair Ever!</p> <p><b>Passages:</b> Water Recycled; Natural Resources; Exploring Space; A Trip to the Grand Canyon; Do Your Part</p> <p><b>Lessons/Target Vocabulary:</b> Mission Incredible; Fields of Change; A View from Above; Weather Watchers; Brookside's Best Science Fair Ever!; Fossil Hunters: The Black Hills Dig</p>
	13	<p><b>Books:</b> Amazonia Alert!; Survivors; The Desert's Gift; Forest Fires; Welcome to the Rainforest; Power to the Planet</p> <p><b>Self-Selected Passages:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Mystery of the Phoenix Lights; What Time is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero's Life; Ghost Party</p> <p><b>Lessons/Target Vocabulary:</b> Welcome to the Rainforest; Power to the Planet</p>
Reading	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> 10 – Vocabulary-Context

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(C) produce analogies with known antonyms and synonyms;		
	Interactive	Activities
2C	13	<b>Lessons:</b> Exploring the Deep – Vocabulary/Analogies
	Teacher Resources	Activities
	SBI	<p><b>Vocabulary:</b> 35 – Understanding Analogies 36 – Creating Analogies 3 – Creating Analogies</p>

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(D) identify and explain the meaning of common idioms, adages, and other sayings; and		
	Teacher Resources	Activities
2D	SBI	<p><b>Vocabulary:</b> 3 – Understanding Idioms 39 – Creating Idioms 40 – Creating Idioms</p>

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words STAAR-R		
	Interactive	Activities
	12	<b>Books:</b> Our Solar System; Earth: Day, Night & Seasons; The Moon; Earth: Rocks & Soil; The Changing Surface; The Atmosphere
	13	<b>Books:</b> Amazonia Alert!; Survivors; Bees at Risk; Forest Fires: Lessons from the Front Lines
	Teacher Resources	Activities
	SBI	<b>Vocabulary:</b> 34 – Word Meaning Using dictionary <b>Writing:</b> 20 – George Washington Carver 23 – Earth: Day, Night, and Seasons 25 – Fields of Change: Autumn/Winter 27 – A View from Above 32 – Weather Watchers 34, 35 – The Rain forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 42 – Power for the Planet, Chapter 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>		
(B) describe the phenomena explained in origin myths from various cultures; STAAR-S		
	Teacher Resources	Activities
3B	SBI	<b>Comprehension:</b> 59 – Literature/Theme: The Desert’s Gift 60 – Literature/Theme: The Hero Twins 62 – Literature/Analyzing Elements of Fiction: The Rainforest Howlers, Chapters

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>		
(C) explain the effect of a historical event or movement on the theme of a work of literature. STAAR-S		
	Teacher Resources	Activities
3C	SBI	<b>Comprehension:</b> 59 – Literature/Theme: The Desert’s Gift 60 – Literature: The Hero Twins

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. STAAR-S</b>		
	Interactive	Activities
4	12	<b>Book:</b> A View from Above
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 54 – Literature/Poetry Analysis: Night Spirits of the Rain Forest 55 – Literature/Poetry Analysis: A View from Above

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; STAAR-R		
	Interactive	Activities
6A	13	<b>Books:</b> Rainforest Howler's 2
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 61 – Literature/Analyzing Elements of Fiction: The Rainforest Howlers, 1 & 2 62 – Literature/Analyzing Elements of Fiction: Phaeton and the Chariot of Fire 63 – Literature/Analyzing Elements of Fiction: The Desert's Gift

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; STAAR-R		
	Interactive	Activities
6B	11	<b>Books:</b> The Three Little Bugs
	13	<b>Books:</b> The Desert's Gift
	Teacher Resources	Activities
	CBI 10	<b>Lessons:</b> 17 – Comprehension: Character Analysis
	SBI	<b>Comprehension:</b> 61 – Literature/Analyzing Elements of Fiction: The Rainforest Howlers, 1 & 2 62 – Literature/Analyzing Elements of Fiction: Phaeton and the Chariot of Fire 63 – Literature/Analyzing Elements of Fiction: The Desert's Gift



<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. STAAR-S</b>		
	<b>Interactive</b>	<b>Activities</b>
7	10	<b>Books:</b> George Washington Carver
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 56 – Literature/Analyzing a Biography: George Washington Carver 57 – Literature/Biography: Jane Goodall, Champion of Chimpanzees 58 – Literature/Biography: J. K. Rowling

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text. STAAR-R</b>		
	<b>Interactive</b>	<b>Activities</b>
8	13	<b>Books:</b> The Rainforest Howlers, Chapter 2; Forest Fires: Lessons from the Front Lines
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Comprehension:</b> 54 – Literature/Poetry Analysis: Night Spirits of the Rain Forest 55 – Literature/Poetry Analysis: A View From Above 61 – Literature/Analyzing Elements of Fiction: The Rainforest Howlers, 1 & 2 62 – Literature/Analyzing Elements of Fiction: Phaeton and the Chariot of Fire 63 – Literature/Analyzing Elements of Fiction: The Desert's Gift

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).</b>		
	<b>Interactive</b>	<b>Activities</b>
9	13	<b>Self-Selected Passages:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Mystery of the Phoenix Lights; What Time is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero's Life; Ghost Party; The Bats of Austin; Colossal Critter Construction; Into the Darkness; Spirit of the Wild; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson
	14	<b>Self-Selected Passages:</b> Asteroid Hunters; How Can Brown Make a Car Go Green?; Escaping Gravity's Grasp; Myths of the Great Bear; Man on a Wire

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved. STAAR-S</b>		
	Interactive	Activities
10	12	<b>Books:</b> Earth: Rocks and Soil
	13	<b>Books:</b> Welcome to the Rainforest, Chapters 1 & 2; Amazonia Alert!
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 47 – Informational Texts: Amazonia Alert! 48 – Informational Texts: The World’s Healers 49 – Informational Texts: Phoenix Lights 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; STAAR-R		
	Interactive	Activities
11A	10	<b>Books:</b> George Washington Carver, How Mountains Form
	12	<b>Books:</b> Our Solar System, Earth: Rocks and Soil, The Changing Surface, Earth, The Atmosphere <b>Passages:</b> Exploring Space, Dirt Detectives
	13	<b>Books:</b> Survivors
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 47 – Informational Texts: Amazonia Alert! 48 – Informational Texts: The Worlds Healers 49 – Informational Texts: Phoenix Lights

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(B) determine the facts in text and verify them through established methods; STAAR-S		
	Teacher Resources	Activities
11B	SBI	<b>Comprehension:</b> 47 – Informational Texts: Amazonia Alert! 48 – Informational Texts: The Worlds Healers 49 – Informational Texts: Phoenix Lights 56 – Literature/Analyzing a Biography: George Washington Carver

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; STAAR-R		
	Interactive	Activities
11C	12	<b>Books:</b> The Moon; The Changing Surface
	13	<b>Books:</b> Amazonia Alert!; Bees at Risk
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 16 – Identifying Text Structure

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>		
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; STAAR-R		
	Interactive	Activities
11D	12	<b>Books:</b> Our Solar System; Earth: Day, Night & Seasons; The Moon; Earth: Rocks & Soil; The Changing Surface; The Atmosphere
	13	<b>Books:</b> Amazonia Alert!; Survivors; Bees at Risk; Forest Fires: Lessons from the Front Lines: Lessons from the Front Lines

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b>		
(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; STAAR-S		
	Teacher Resources	Activities
12A	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b>		
(B) recognize exaggerated, contradictory, or misleading statements in text. STAAR-S		
	Teacher Resources	Activities
12B	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; STAAR-S		
	Interactive	Activities
13A	13	<b>Self-Selected Passages:</b> Blowing Bubbles from the Rain Forest <b>Books:</b> Amazonia Alert!
	Teacher Resources	Activities
	SBI	<b>Comprehension:</b> 50 – Informational Texts/Understanding Procedural Text: How to Be an Underwater Explorer

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>		
(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams. STAAR-S		
	<b>Interactive</b>	<b>Activities</b>
13B	12	<b>Labs:</b> Solar System; Soil; Craters <b>Books:</b> Solar System; Day, Night, and Seasons; The Moon; The Changing Surface
	13	<b>Books:</b> Amazonia Alert!; Survivors

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news);		
	<b>Teacher Resources</b>	<b>Activities</b>
14A	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news);		
	<b>Teacher Resources</b>	<b>Activities</b>
14B	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(C) identify the point of view of media presentations; STAAR-S		
	<b>Teacher Resources</b>	<b>Activities</b>
14C	SBI	<b>Comprehension:</b> 51 – Informational Texts/Analyzing Persuasive Media: Sharks in Danger 52 – Informational Texts/Analyzing Persuasive Media: Public Service Announcement 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>		
(D) analyze various digital media venues for levels of formality and informality.		
	<b>Teacher Resources</b>	<b>Activities</b>
14D	SBI	<b>Comprehension:</b> 53 – Informational Texts/Persuasive: Global Warming-Not Just for Polar Bears Anymore

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;		
	<b>Interactive</b>	<b>Activities</b>
15A	13	<b>Self-Selected Passages/Writing Responses:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; What Time Is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero's Life; Ghost Party; The Bats of Austin; Colossal Critter Construction; Into the Darkness; Spirit of the Wild; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson
	WR	<b>Paragraph Building:</b> Ideas Trait; Organization Trait; Voice Trait <b>Essay Writing:</b> Personal Narrative
	<b>Teacher Resources</b>	<b>Activities</b>
	SBI	<b>Writing:</b> 25 – Fields of Change: Autumn/ Winter 26 – The Moon 28 – Earth: Rocks and Soil

TEKS	Istation	
Reading	Teacher Resources	Activities
15A (cont.)	SBI	<b>Writing:</b> 30 – The Changing Surface 34 – The Rain Forest Howlers, Chapter 1 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs 3 49 – Ecosystem 3
	WR	<b>Paragraph Building:</b> Unit 1 – Ideas; Unit 4 – Word Choice <b>Essay Writing:</b> Unit 2 – Planning

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;		
	Interactive	Activities
15B	13	<b>Self-Selected Passages/Writing Responses:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; What Time Is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero’s Life; Ghost Party; The Bats of Austin; Colossal Critter Construction; Into the Darkness; Spirit of the Wild; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson
	WR	<b>Paragraph Building:</b> Organization Trait <b>Essay Writing:</b> Personal Narrative
	Teacher Resources	Activities
	SBI	<b>Writing:</b> 22 - Mission Incredible 32 – Weather Watchers 26 – The Moon 39 – Bees at Risk 42 – Power for the Planet, 3
	WR	<b>Paragraph Building:</b> Unit 2 – Organization <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;		
	Teacher Resources	Activities
15C	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24, 25 – Fields of Change: Spring/Summer & Autumn/Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Earth: Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs 3 49 – Ecosystem 3
	WR	<b>Paragraph Building:</b> Unit – 5 Sentence Fluency; Unit – 6 Conventions <b>Essay Writing:</b> Personal Narrative/Unit 1 – PN Characteristics; Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>		
(D) edit drafts for grammar, mechanics, and spelling; and		
	Teacher Resources	Activities
15D	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24, 25 – Fields of Change: Spring/Summer & Autumn/Winter 26 – The Moon 27 – A View from Above



TEKS	Istation	
Reading	Teacher Resources	Activities
15D (cont.)	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Earth: Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs 3 49 – Ecosystem 3
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	

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

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

	Teacher Resources	Activities
15E	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 23 – Earth: Day, Night, and seasons 24, 25 – Fields of Change: Spring/Summer & Autumn/Winter 26 – The Moon 27 – A View from Above 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 30 – The Changing Surface 31 – Earth: Atmosphere 32 – Weather Watchers 33 – Brookside’s Best Science Fair Ever! 34, 35 – Rain Forest Howlers, Chapters 1 & 2 36 – Amazonia Alert! 37 – Survivors! 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs 3 49 – Ecosystem 3

TEKS	Istation	
Reading	Teacher Resources	Activities
15E (cont.)	WR	<b>Paragraph Building:</b> Unit 3 - Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing and Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Ideas trait; Organization Trait; Voice Trait; Sentence Fluency Trait; Word Choice Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A) write imaginative stories that include:		
(i) a clearly defined focus, plot, and point of view;		
	Interactive	Activities
16A i	13	<b>Self-Selected Passages/Writing Responses:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; What Time Is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero’s Life; Ghost Party; The Bats of Austin; Colossal Critter Construction; Into the Darkness; Spirit of the Wild; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson
	Teacher Resources	Activities
	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 34, 35 – The Rain Forest Howlers, 1 & 2 37 – Survivors! 43 – Forest Fires: Lessons from the Front Lines

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A) write imaginative stories that include:		
(ii) a specific, believable setting created through the use of sensory details; and		
	Teacher Resources	Activities
16A ii	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 34, 35 – The Rain Forest Howlers, 1 & 2 37 – Survivors! 43 – Forest Fires: Lessons from the Front Lines

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(A) write imaginative stories that include:		
(iii) dialogue that develops the story; and		
	Teacher Resources	Activities
16A iii	SBI	<b>Writing:</b> 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 34 – The Rain Forest Howlers, 1

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(B) write poems using:		
(i) poetic techniques (e.g., alliteration, onomatopoeia);		
	Teacher Resources	Activities
16B i	SBI	<b>Writing:</b> 20 – George Washington Carver 27 – A View from Above 37 – Survivors

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(B) write poems using:		
(ii) figurative language (e.g., similes, metaphors); and		
	Teacher Resources	Activities
16B ii	SBI	<b>Writing:</b> 20 – George Washington Carver 27 – A View from Above 37 – Survivors

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>		
(B) write poems using:		
(iii) graphic elements (e.g., capital letters, line length).		
	Teacher Resources	Activities
16B iii	SBI	<b>Writing:</b> 20 – George Washington Carver 27 – A View from Above 37 – Survivors

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(17) Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.</b>		
	Teacher Resources	Activities
17	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 – Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 2 – Planning; Unit 3 – Drafting
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A) create multi-paragraph essays to convey information about the topic that:		
(i) present effective introductions and concluding paragraphs;		
	Teacher Resources	Activities
18A i	SBI	<b>Writing: 28</b> – Earth: Rocks and Soil 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A) create multi-paragraph essays to convey information about the topic that:		
(ii) guide and inform the reader’s understanding of key ideas and evidence;		
	<b>Teacher Resources</b>	<b>Activities</b>
18A ii	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs, 3 49 – Ecosystem, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A) create multi-paragraph essays to convey information about the topic that:		
(iii) include specific facts, details, and examples in an appropriately organized structure; and		
	<b>Teacher Resources</b>	<b>Activities</b>
18A iii	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 24, 25 – Fields of Change: Spring/Summer & Autumn/ Winter 26 – The Moon 28 – Earth: Rocks and Soil 30 – The Changing Surface 36 – Amazonia Alert 38 – The Desert’s Gift 39 – Bees at Risk 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs, 3 49 – Ecosystems, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(A) create multi-paragraph essays to convey information about the topic that:		
(iv) use a variety of sentence structures and transitions to link paragraphs;		
	<b>Teacher Resources</b>	<b>Activities</b>
18A iv	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs, 3 49 – Ecosystems, 3

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and		
	Teacher Resources	Activities
18B	SBI	<b>Writing:</b> 23 – Earth: Day, Night, and Seasons 28 – Earth: Rocks and Soil 35 – Rain Forest Howlers, 2 38 – The Desert’s Gift

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>		
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.		
	Interactive	Activities
18C	13	<b>Self-Selected Passages/Writing Responses:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; The Mystery of the Phoenix Lights; What Time Is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero’s Life; Ghost Party; The Bats of Austin; Colossal Critter Construction; Into the Darkness; Spirit of the Wild; Swimming with Whale Sharks; Teen Navigators; Come Visit Jefferson

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(19) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</b>		
	Teacher Resources	Activities
19	SBI	<b>Writing:</b> 31 – Earth: Atmosphere 33 – Brookside’s Best Science Fair Ever!

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(i) verbs (irregular verbs and active voice);		
	Teacher Resources	Activities
20A i	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 26 –The Moon
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(ii) collective nouns (e.g., class, public)		
	Teacher Resources	Activities
20 A ii	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);		
	Teacher Resources	Activities
20A iii	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/Summer 37 – Survivors! 38 – The Desert’s Gift
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);		
	Teacher Resources	Activities
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative



TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;		
	Teacher Resources	Activities
20A v	SBI	<b>Writing:</b> 21 – Our Solar System 24 – Fields of Change: Spring/ Summer 30 – The Changing Surface 43 – Forest Fires: Lessons from the Front Lines
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 - Conventions <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(vi) indefinite pronouns (e.g., all, both, nothing, anything);		
	Teacher Resources	Activities
20A vi	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions Trait <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:		
(viii) transitional words (e.g., also, therefore);		
	Teacher Resources	Activities
20A viii	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs, 3 49 – Ecosystems, 3
	WR	<b>Paragraph Building:</b> Unit 2 – Organization; Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Units 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(B) use the complete subject and the complete predicate in a sentence; and		
	Teacher Resources	Activities
20B	SBI	<b>Writing:</b> 21 – Our Solar System 22 – Mission Incredible 25 – Fields of Change: Autumn/Winter 26 – The Moon 27 – A view from above 28 – Earth: Rocks and Soil 38 – The Desert’s Gift
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(20) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
(C) use complete simple and compound sentences with correct subject-verb agreement.		
	Teacher Resources	Activities
20C	SBI	<b>Writing:</b> 36 – Amazonia Alert! 39 – Bees at Risk 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines 46 – Coral Reefs, 3 49 – Ecosystem, 3
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 - Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(A) use capitalization for:		
(i) abbreviations		
	Teacher Resources	Activities
21A i	SBI	<b>Writing:</b> 30 – Earth: The Changing Surface 35 – Rainforest Howler’s 2 36 – Amazonia Alert! 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystems, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(A) use capitalization for:		
(ii) initials and acronyms; and		
	<b>Teacher Resources</b>	<b>Activities</b>
21A ii	SBI	<b>Writing:</b> Rainforest Howlers 2 36 – Amazonia Alert! 42 – Power for the Planet 3 46 – Coral Reefs, 3 49 – Ecosystems, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(A) use capitalization for:		
(iii) organizations;		
	<b>Teacher Resources</b>	<b>Activities</b>
21A iii	SBI	<b>Writing:</b> Rainforest Howlers 2 36 – Amazonia Alert! 42 – Power for the Planet 3 46 – Coral Reefs, 3 49 – Ecosystems, 3
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Editing & Revising
	<b>Interactive</b>	<b>Activities</b>
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Sentence Fluency Trait <b>Essay Writing:</b> Personal Narrative

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) recognize and use punctuation marks including:		
(i) commas in compound sentences; and		
	<b>Teacher Resources</b>	<b>Activities</b>
21B i	SBI	<b>Writing:</b> 26 – The Moon 27 – A View from Above 31 – Earth: Atmosphere 39 – Bees at Risk 42 – Power for the Planet, 3 43 – Forest Fires: Lessons from the Front Lines

TEKS	Istation	
Reading	Teacher Resources	Activities
21B i (cont.)	SBI	<b>Writing:</b> 46 – Coral Reefs, 3 49 – Ecosystem, 3
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 3 – Drafting; Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(21) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>		
(B) recognize and use punctuation marks including:		
(ii) proper punctuation and spacing for quotations; and		
	Teacher Resources	Activities
21B ii	SBI	<b>Writing:</b> 22 – Mission Incredible 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 34 – Rainforest Howler’s 1 41 – Power for the Planet, 2 43 – Forest Fires: Lessons from the Front Lines 45 – Coral Reefs, 2 48 – Ecosystems, 2
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 1 – Personal Narrative Characteristics: Dialogue; Unit 3 – Drafting; Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(A) spell words with more advanced orthographic patterns and rules:		
(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal); and		
	Teacher Resources	Activities
22A ii	CBI 9	<b>Lessons:</b> 3 – Substitute the Ending Vowel Sound
	SBI	<b>Phonological Awareness:</b> 37 – Substitute Vowel 40 – Substitute Short Vowel and Ending Sound

TEKS	Istation	
Reading	Teacher Resources	Activities
22A ii (cont.)	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with:		
(i) Greek Roots (e.g., tele, photo, graph, meter);		
	Teacher Resources	Activities
22B i	SBI	<b>Writing:</b> 26 – The Moon 32 – Weather Watchers
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with:		
(ii) Latin Roots (e.g., spec, scribe, rupt, port, ject, dict);		
	Teacher Resources	Activities
22B ii	SBI	<b>Writing:</b> 30 – The Changing Surface 31 – Atmosphere
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with:		
(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist); and		
	Teacher Resources	Activities
22B iii	SBI	<b>Writing:</b> 28 – Earth: Rocks and Soil 29 – Fossil Hunters: The Black Hills Dig 32 – Weather Watchers 43 – Forest Fires: Lessons from the Front Lines
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(B) spell words with:		
(iv) Latin derived suffixes (e.g., -able, -ible; -ance, -ence)		
	Teacher Resources	Activities
22B iv	SBI	<b>Writing:</b> 24 – Fields of Change: Spring/ Summer 31 – Atmosphere 39 – Bees at Risk
	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect);		
	Teacher Resources	Activities
22C	SBI	<b>Writing:</b> 23 – Earth: Day, Night, and Seasons 24, 25 – Fields of Change: Spring/ Summer & Autumn/Winter 30 – The Changing Surface 33 – Brookside's Best Science Fair Ever!

TEKS	Istation	
Reading	Teacher Resources	Activities
22C (cont.)	WR	<b>Paragraph Building:</b> Unit 3 – Voice; Unit 4 – Word Choice; Unit 5 – Sentence Fluency; Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Paragraph Building:</b> Organization Trait; Voice Trait; Word Choice Trait; Sentence Fluency Trait; Conventions <b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and		
	Teacher Resources	Activities
22D	SBI	<b>Writing:</b> 23 – Earth: Day, Night, and Seasons 24, 25 – Fields of Change: Spring/ Summer & Autumn/Winter 28 – Earth: Rocks and Soil 42 – Power for the Planet, 3
	WR	<b>Paragraph Building:</b> Unit 6 – Conventions <b>Essay Writing:</b> Personal Narrative/Unit 4 – Revising & Editing
	Interactive	Activities
	WR	<b>Essay Writing:</b> Personal Narrative

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>		
(E) know how to use the spell-check function in word processing while understanding its limitations.		
	Teacher Resources	Activities
22E	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>		
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and		
	Teacher Resources	Activities
23A	SBI	<b>Writing:</b> 40 – Power for the Planet, 1 44 – Coral Reefs, 1 47 – Ecosystem, 1



<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b>		
<b>(B) generate a research plan for gathering relevant information about the major research question.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
23B	SBI	<b>Writing:</b> 40 – Power for the Planet, 1 44 – Coral Reefs, 1 47 – Ecosystem, 1

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
<b>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
24A	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
<b>(B) differentiate between primary and secondary sources;</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
24B	SBI	<b>Writing:</b> 40 – Power for the Planet, 1 44 – Coral Reefs, 1 47 – Ecosystem, 1

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
<b>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
24C	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
<b>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
24D	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</b>		
<b>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
24E	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>		
<b>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
25A	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(25) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</b>		
<b>(B) evaluate the relevance, validity, and reliability of sources for the research.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
25B	SBI	<b>Writing:</b> 41 – Power for the Planet, 2 45 – Coral Reefs, 2 48 – Ecosystem, 2

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>		
<b>(A) compiles important information from multiple sources;</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
26A	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>		
<b>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
26B	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>		
<b>(C) presents the findings in a consistent format; and</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
26C	SBI	<b>Writing:</b> 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(26) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>		
<b>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
26D		<b>Writing:</b> 42 – Power for the Planet, 3 46 – Coral Reefs, 3 49 – Ecosystem, 3

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
<b>(A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose or perspective;</b>		
	Interactive	Activities
27A	9	<b>All activities</b>
	10	<b>Word Master Books:</b> Return to the Lost Island <b>Decodable Books:</b> Spiders;The Three Little Bugs; Whales; How Mountains Form; George Washington Carver; Humphrey the Humpback Whale <b>Passages:</b> Pet Parade; Water Teacher Resources; Insects; People Send Mail
	11	<b>Passages:</b> From Fearful to Fearless; Hurricanes; The Dirt Detectives
	12	<b>Books:</b> Our Solar System; Mission Incredible; Earth: Day, Night, and Seasons; Fields of Change; The Moon; A View from Above; Earth: Rocks and Soil; Fossil Hunters: The Black Hills Dig; The Changing Surface; Earth: Atmosphere;Weather Watchers; Brookside’s Best Science Fair Ever! <b>Passages:</b> Water Recycled; Natural Resources; Exploring Space; A Trip to the Grand Canyon; Do Your Part
	13	<b>Books:</b> Amazonia Alert!; Survivors; The Desert’s Gift; Forest Fires: Lessons from the Front Lines; Welcome to the Rainforest; Power to the Planet <b>Self-Selected Passages:</b> Monkey Trouble; Monkey Brothers and the Hero Twins; The Lost Treasure of the Ruby Dagger; Night Spirits of the Rain Forest; Dangerous Snakes; Blowing Bubbles from the Rain Forest; The Mystery of the Phoenix Lights; What Time is It?; A Desert Filled with Colonies; Ghost Dancers; A Vaquero’s Life; Ghost Party

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<b>(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>		
<b>(C) determine both main and supporting ideas in the speaker’s message.</b>		
	Teacher Resources	Activities
27C	SBI	<b>Writing:</b> 26 – The Moon 29 – Fossil Hunters: The Black Hills Dig 31 – Earth: Atmosphere 33 – Brookside’s Best Science Fair Ever! 34 – Rain Forest Howlers, 1

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</b>		
	<b>Teacher Resources</b>	<b>Activities</b>
28	SBI	<b>Writing:</b> 31 – Earth: Atmosphere

<b>TEKS</b>	<b>Istation</b>	
<b>Fifth Grade Reading</b>	<b>Reading Curriculum</b>	
<b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b>		
<b>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension</b>		
	<b>Interactive</b>	<b>Activities</b>
R/CS A	10	<b>Read Aloud Books:</b> Return to Lost Island
	13	<b>Self-Selected Passages:</b> The Bats of Austin; Blowing Bubbles from the Rain Forest; Colossal Critter Construction; Dangerous Snakes; A Desert Filled with Colonies; Ghost Dancers; Ghost Party; Monkey Brothers and the Hero Twins; Into the Darkness; Monkey Trouble; The Mystery of the Phoenix Lights; The Lost Treasure of the Ruby Dagger; Spirit of the Wild; Night Spirits of the Rain Forest; Swimming with Whale Sharks; Teen Navigators; A Vaquero’s Life; Come Visit Jefferson; What Time Is It?
	14	<b>Self-Selected Passages:</b> Asteroid Hunters; How Can Brown Make a Car Go Green?; Escaping Gravity’s Grasp; Myths of the Great Bear; Man on a Wire

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

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

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

TEKS	Istation	
Fifth Grade Reading	Reading Curriculum	
<p><b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b></p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; <b>STAAR-R(Fiction)/ STAAR-S(Literary Nonfiction, Poetry, Drama)</b></p>		
	Interactive	Activities
R/CS E	11	<b>Books:</b> The Three Little Bugs
	12	<b>Books:</b> Mission Incredible; Brookside’s Best Science Fair Ever!
	Teacher Resources	Activities
	CBI 12-14	<b>Lessons:</b> 5 – Summarizing
	SBI	<b>Comprehension:</b> 6 – Summarizing Strategy 67 – Summarizing