

**Main Criteria:** Texas Essential Knowledge and Skills (TEKS)

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 3

**Correlation Options:** Show Correlated

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade: 3 - Adopted: 2017**

| TEKS                    | TX.110.5. | English Language Arts and Reading, Grade 3, Adopted 2017   |
|-------------------------|-----------|--|
| STUDENT EXPECTATION     | 3.2.      | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:   |
| GRADE LEVEL EXPECTATION | 3.2.A.    | Demonstrate and apply phonetic knowledge by:   |
| INDICATOR               | 3.2.A.iv. | Decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.<br><br><u>Spelling Classroom</u><br><u>Word Find Puzzle</u><br>Students find the words hidden in puzzles emphasizing pattern recognition and retention.  |
| TEKS                    | TX.110.5. | English Language Arts and Reading, Grade 3, Adopted 2017   |
| STUDENT EXPECTATION     | 3.2.      | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:   |
| GRADE LEVEL EXPECTATION | 3.2.B.    | Demonstrate and apply spelling knowledge by:   |
| INDICATOR               | 3.2.B.iv. | Spelling multisyllabic words with multiple sound-spelling patterns.<br><br><u>Spelling Classroom</u><br><u>Create Handwriting Worksheets</u><br>Create and print a PDF where students can practice handwriting each word on the list.<br><u>Crossword Puzzle</u><br>Click on a box and enter the word that best completes the sentence and fits into the puzzle.<br><u>Flash Cards</u><br>Words with definitions on the flip side.<br><u>Hang A Bot</u><br>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br><u>Hear It Say It Write It</u><br>Word pronunciation with student modeling along with word writing in print or cursive.<br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.<br><u>Pen &amp; Paper Spelling Test</u><br>Program verbally presents each word and asks the student to write the word on a sheet of paper.<br><u>Snowman Challenge</u><br>Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.<br><u>Spell &amp; Learn</u><br>Words are pronounced and introduced in a contextual setting<br><u>Spelling Bee</u><br>Hear the word used in a sentence and try to spell.<br><u>Spelling Contest</u><br>Spell the words as quickly as possible promoting word awareness and visual memory.<br><u>Spelling Quiz</u><br>Multiple choice environment with five different variations of each a word to select from.<br><u>Spelling Test</u><br>Words are pronounced and introduced in a contextual setting requiring |

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|                         |           | <p>students to key in the correct spelling.</p> <p><b>Vocabulary Bee</b><br/>Select a word or phrase that best describes each list word.</p> <p><b>Word Introduction</b><br/>Words are pronounced and introduced in a contextual setting.</p> <p><b>Word Jumble</b><br/>Move letters with cursor to form correctly spelled word.</p> <p><b>Word Ladder</b><br/>Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><b>Word Search</b><br/>Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><b>Writing Sentences</b><br/>Hear each word and then type in a sentence using the word in context.</p> |
| INDICATOR               | 3.2.B.v.  | <p>Spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.</p> <p><b>Spelling Classroom</b><br/><b>Word Find Puzzle</b><br/>Students find the words hidden in puzzles emphasizing pattern recognition and retention.</p>  |
| TEKS                    | TX.110.5. | English Language Arts and Reading, Grade 3, Adopted 2017   |
| STUDENT EXPECTATION     | 3.2.      | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:   |
| GRADE LEVEL EXPECTATION | 3.2.C.    | <p>Alphabetize a series of words to the third letter.</p> <p><b>Spelling Classroom</b><br/><b>Alphabetize List</b><br/>Place words in order based upon alphabetizing principles.</p>   |
| GRADE LEVEL EXPECTATION | 3.2.D.    | <p>Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.</p> <p><b>Spelling Classroom</b><br/><b>Create Handwriting Worksheets</b><br/>Create and print a PDF where students can practice handwriting each word on the list.<br/><b>Hear It Say It Write It</b><br/>Word pronunciation with student modeling along with word writing in print or cursive.</p>   |
| TEKS                    | TX.110.5. | English Language Arts and Reading, Grade 3, Adopted 2017   |
| STUDENT EXPECTATION     | 3.3.      | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:  |
| GRADE LEVEL EXPECTATION | 3.3.B.    | <p>Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.</p> <p><b>Spelling Classroom</b><br/><b>Scrambled Sentences</b><br/>Drag and drop the words to form a correct sentence before the time runs out.<br/><b>Sentence Completion</b><br/>Match words with their appropriate contextual sentence.<br/><b>Word Introduction</b><br/>Words are pronounced and introduced in a contextual setting.<br/><b>Word Jumble</b><br/>Move letters with cursor to form correctly spelled word.</p>   |
| GRADE LEVEL EXPECTATION | 3.3.D.    | <p>Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.</p> <p><b>Spelling Classroom</b><br/><b>Synonyms &amp; Ants</b><br/>Students are asked to select a word's antonym or synonym.<br/><b>Vocabulary Bee</b><br/>Select a word or phrase that best describes each list word.<br/><b>Vocabulary Test</b><br/>Select the correct definition for each word in this multiple choice environment.<br/><b>Word Introduction</b><br/>Words are pronounced and introduced in a contextual setting.</p>   |
| TEKS                    | TX.110.5. | English Language Arts and Reading, Grade 3, Adopted 2017   |

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| <b>STUDENT EXPECTATION</b>     | <b>3.7.</b>      | <b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>3.7.F.</b>    | Respond using newly acquired vocabulary as appropriate.<br><br><u>Spelling Classroom</u><br><u>Definition Matching</u><br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br><u>Hang A Bot</u><br>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br><u>Hear It Say It Write It</u><br>Word pronunciation with student modeling along with word writing in print or cursive.<br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.<br><u>Scrambled Sentences</u><br>Drag and drop the words to form a correct sentence before the time runs out.<br><u>Sentence Completion</u><br>Match words with their appropriate contextual sentence.<br><u>Spelling Bee</u><br>Hear the word used in a sentence and try to spell.<br><u>Spelling Contest</u><br>Spell the words as quickly as possible promoting word awareness and visual memory.<br><u>Word Introduction</u><br>Words are pronounced and introduced in a contextual setting.<br><u>Word Jumble</u><br>Move letters with cursor to form correctly spelled word.<br><u>Word Ladder</u><br>Sequence of words built upon the previous and advance down the ladder with each correct answer. |
| <b>TEKS</b>                    | <b>TX.128.5.</b> | <b>Spanish Language Arts and Reading, Grade 3, Adopted 2017</b>   |
| <b>STUDENT EXPECTATION</b>     | <b>3.7.</b>      | <b>Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</b>   |
| <b>GRADE LEVEL EXPECTATION</b> | <b>3.7.F.</b>    | Respond using newly acquired vocabulary as appropriate.<br><br><u>Spelling Classroom</u><br><u>Paragraph Writing</u><br>Write a paragraph incorporating each word from the list.  |