

**Texas Essential Knowledge and Skills  
Grade Three  
English Language Arts and Reading Skills**

*Suzie Bitner Was Afraid of the Drain* addresses many of the skills outlined in the TEKS Handbook. Below are the requirements for which *Suzie* is most relevant, along with some suggested poems for certain topics.

**\*\*Numbers and letters correspond directly to the TEKS outline\*\***

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

(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);

(ii) doubling final consonants when adding an ending (e.g., hop to hopping);

(iii) changing the final "y" to "i" (e.g., baby to babies);

(iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and

(v) using knowledge of derivational affixes (e.g., -de, -ful, -able);

(B) use common syllabication patterns to decode words including:

(i) closed syllable (CVC) (e.g., mag-net, splen-did);

(ii) open syllable (CV) (e.g., ve-to);

(iii) final stable syllable (e.g., puz-zle, con-trac-tion);

(iv) r-controlled vowels (e.g., fer-ment, car-pool); and

(v) vowel digraphs and diphthongs (e.g., ei-ther);

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

(D) identify and read contractions (e.g., I'd, won't); and

(E) monitor accuracy in decoding.

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

**Sandwich Sister**

**Cannonball**

**Something's There**

**I Ate a Chili Pepper**

**My Brother's Bike**

**The Very Best Climber**  
**They All Should Have Listened**  
**The Terrible Thing About Cindy**

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(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).

(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.

(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

**\*\*suziebitner.com has a downloadable dictionary made just for the book!**

(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) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

**Sandwich Sister**

**My Brother's Bike**

**Tall**

**Suzie Bitner Was Afraid of the Drain**

**The Very Best Climber**

**Sugar Flakes**

**Sharing**

**Dinah**

**Sailing**

**It's Not a Box**



(C) identify and use antonyms, synonyms, homographs, and homophones;

(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and

(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.

(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).

(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.

**Winter**  
**Snow Day**  
**White Noise**  
**My Brother's Bike**  
**Memory**  
**Night Dreams**  
**Daydream**  
**Butterflies**

(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:

- (A) understand how communication changes when moving from one genre of media to another;
- (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and

**Sun is Hot**  
**Freckles**  
**Cannonball**  
**Something's There**  
**Neighbor's Dog**  
**Lost**  
**Hard Head**  
**Lions**  
**The Very Best Climber**

- (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).

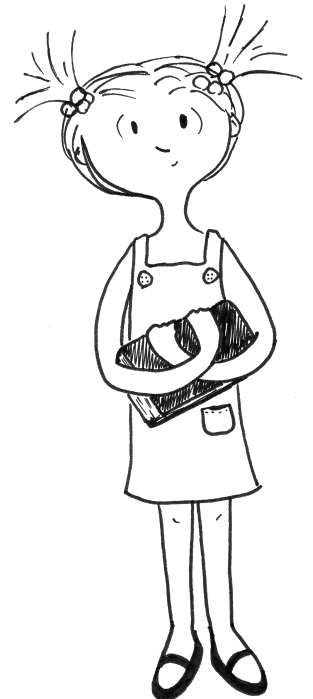
(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
- (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(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:



(i) verbs (past, present, and future);

**Surprise**

**Good Day**

**Two Tennies**

**Tire Swing**

**Patience**

**Noisy Stomach**

**Melinda**

**Butterflies**

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

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

**Sweet Dreams**

**Suzie Bitner Was Afraid of the Drain**

**The Perfect Cup of Cocoa**

**The Neighbor's Dog**

**Dear Santa**

**There is a House**

**Ode to Sugar Flakes**

(iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);

(v) prepositions and prepositional phrases;

**Sharing**

**Bad Luck**

**Mail**

**Sweet Dreams**

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**Dear Santa**

**There is a House**

**Ode to Sugar Flakes**

(vi) possessive pronouns (e.g., his, hers, theirs);

(vii) coordinating conjunctions (e.g., and, or, but); and

(viii) time-order transition words and transitions that indicate a conclusion;

(B) use the complete subject and the complete predicate in a sentence; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

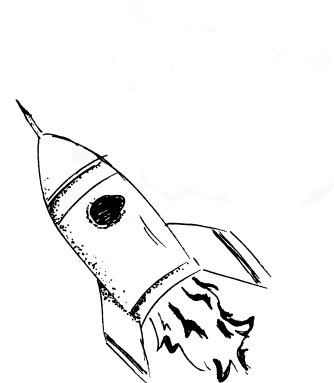
Students are expected to:

(A) write legibly in cursive script with spacing between words in a sentence;

(B) use capitalization for:

(i) geographical names and places;

(ii) historical periods; and



- (iii) official titles of people;
- (C) recognize and use punctuation marks including:
  - (i) apostrophes in contractions and possessives;

**Sugar Flakes**

**Worms for Pets**

**The Christmas Lights Went Out**

**Girls**

**Happy Chef**

**Bad Luck**

**Melinda**

- (ii) commas in series and dates; and
  - (D) use correct mechanics including paragraph indentations.
- (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
  - (B) spell words with more advanced orthographic patterns and rules:
    - (i) consonant doubling when adding an ending;
    - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
    - (iii) changing y to i before adding an ending;
    - (iv) double consonants in middle of words;
    - (v) complex consonants (e.g., scr-, -dge, -tch); and
    - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
  - (C) spell high-frequency and compound words from a commonly used list;
  - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
  - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
  - (F) spell complex contractions (e.g., should've, won't); and
  - (G) use print and electronic resources to find and check correct spellings.

## **Reading and Comprehension Skills—Third Grade**

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:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, and evaluative questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.