

Correlation of Abrams Learning Trends *Our Book Blog* (Level C) to the Texas Essential Knowledge and Skills

		Li Chi and the Dragon	Crazy Plants	Creatures of the Sea	An Incredible Edible Journey	Communities Across the Globe
§110.14. English Language Arts and Reading, Grade 3						
2	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:					
2A	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions.	TG p. 36				
2B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.	pp. 4–24; TG pp. 24–25, 36	pp. 4–24; TG pp. 26–27, 37	pp. 4–24; TG pp. 28–29, 38	pp. 4–24; TG pp. 30–31, 39	pp. 4–24; TG pp. 32–33, 40
2C	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).	pp. 24–25	pp. 26–27	pp. 28–29	pp. 30–31	pp. 32–33
3	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate	pp. 4–24	pp. 4–24	pp. 4–24	pp. 4–24	pp. 4–24
4	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
4B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs.		p. 7	p. 19	p. 7	
4D	identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles).	p. 21				
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. Students are expected to:					
5A	paraphrase the themes and supporting details of fables, legends, myths, or stories.	pp. 9, 19				
5B	compare and contrast the settings in myths and traditional folktales.	p. 9				
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).			p. 13		
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:					
8A	sequence and summarize the plot's main events and explain their influence on future events.	pp. 11, 13, 19; TG pp. 24–25, 36				
8B	describe the interaction of characters including their relationships and the changes they undergo.	pp. 11, 17 TG pp. 24–25, 36				
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.	pp. 15, 21				

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§110.14. English Language Arts and Reading, Grade 3						
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).	pp. 4–24; TG p. 36	pp. 4–24; TG p. 37	pp. 4–24; TG p. 38	pp. 4–24; TG p. 39	pp. 4–24; TG p. 40
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.	pp. 15, 21	pp. 19, 21	p. 13	pp. 9, 19	pp. 19, 21
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:					
13A	identify the details or facts that support the main idea.		p. 9	p. 7	pp. 7, 11	pp. 13, 15, 17, 19
13B	draw conclusions from the facts presented in text and support those assertions with textual evidence.		pp. 11, 13, 17	pp. 7, 9, 17, 21	pp. 7, 11, 15, 21	pp. 13, 15, 17, 19
13C	identify explicit cause and effect relationships among ideas in texts.				p. 9	pp. 7, 9
13D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.		pp. 11, 15, 21	pp. 11, 15	p. 17	p. 11
14	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 identify what the author is trying to persuade the reader to think or do.		pp. 19, 21			p. 21
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:					
15A	follow and explain a set of written multi-step directions.				p. 13	
15B	locate and use specific information in graphic features of text.		pp. 11, 15, 19, 21	p. 17	pp. 11, 17, 19, 21	pp. 13, 17