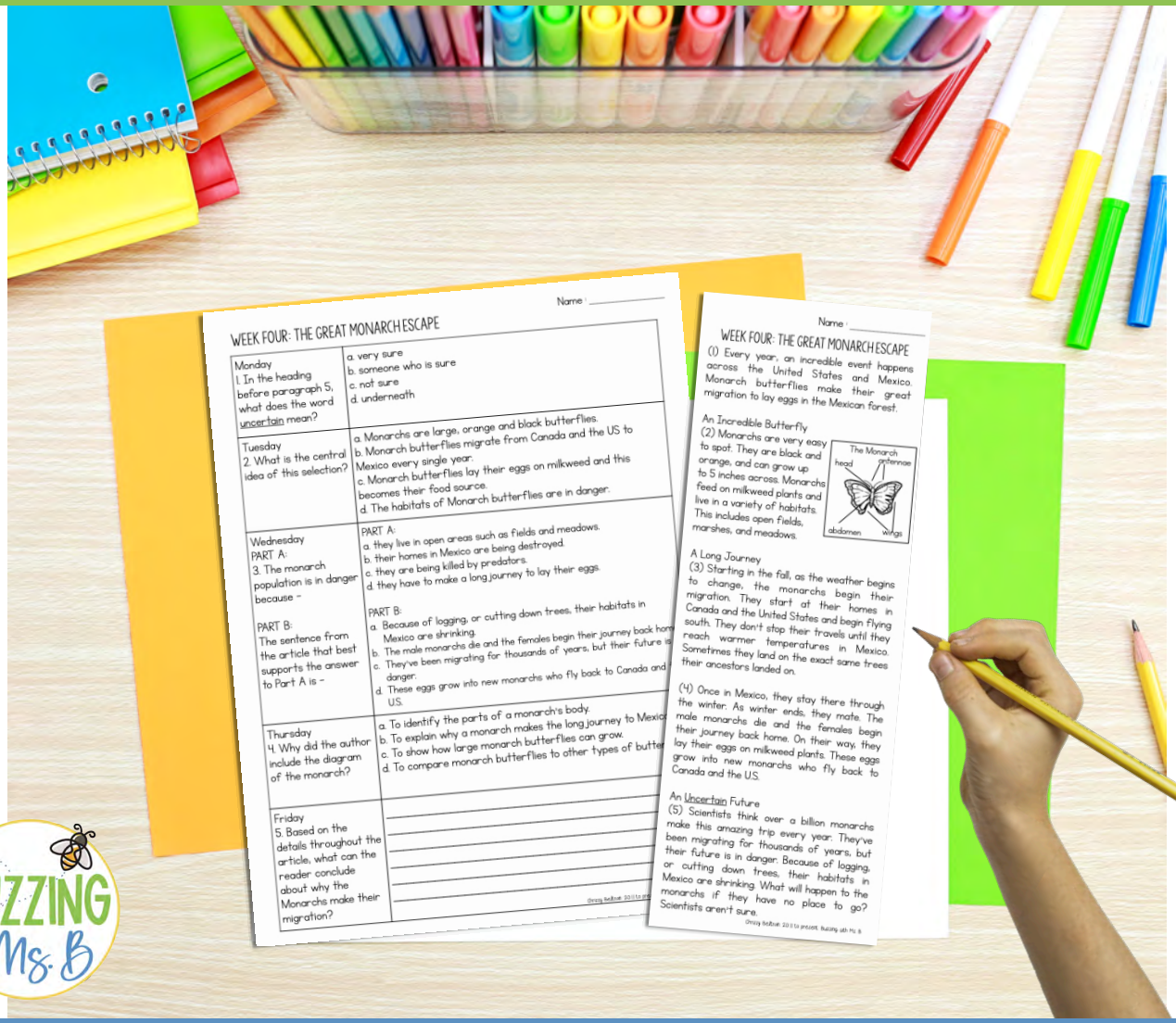
THIRD GRADE TEXAS READING PASSAGES

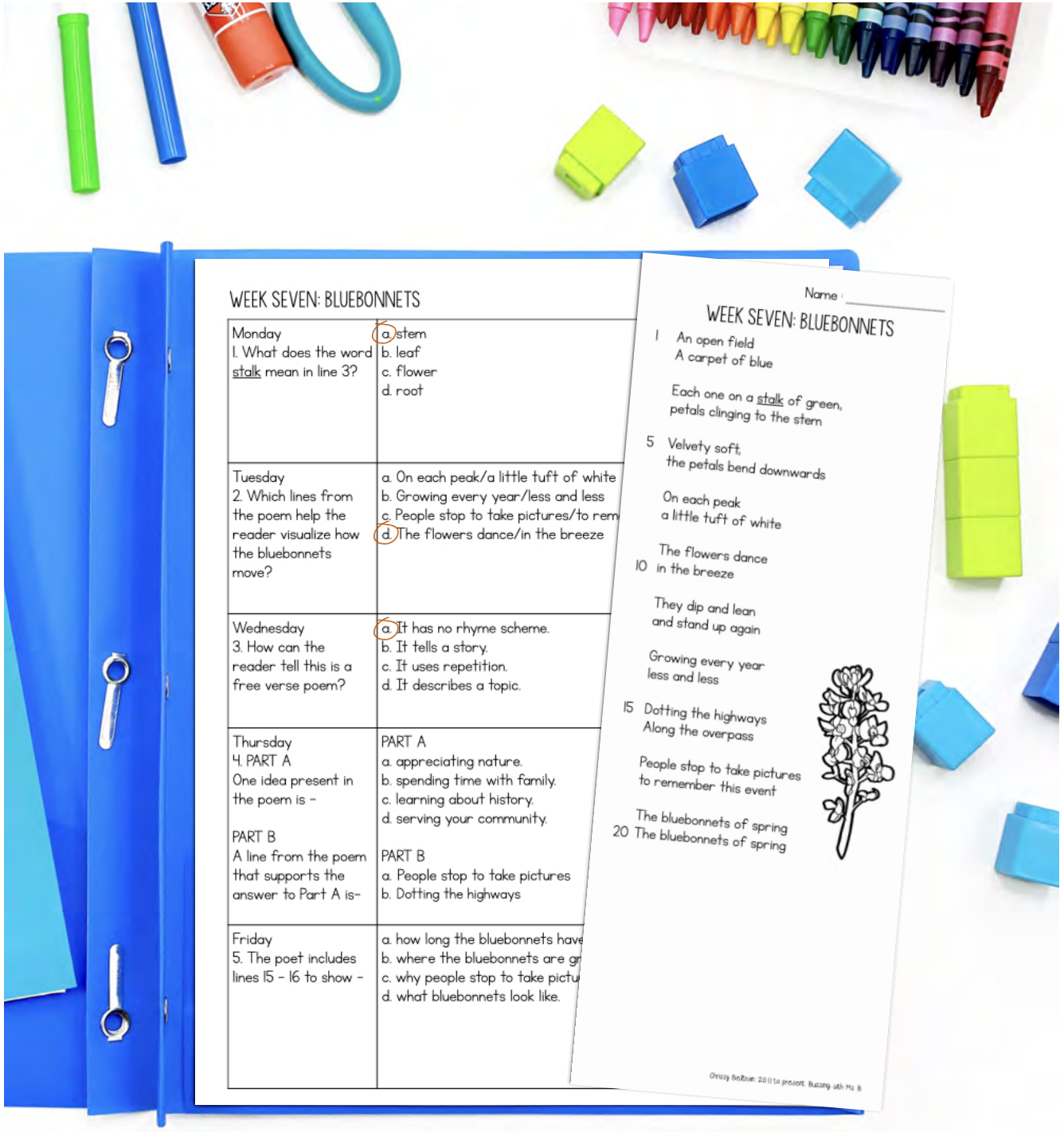


- 30 passages
- 5 questions for each passage
- 150+ Academic vocabulary cards
- 6 sets of paired selection questions
- TEKS Tracker & alignment docs

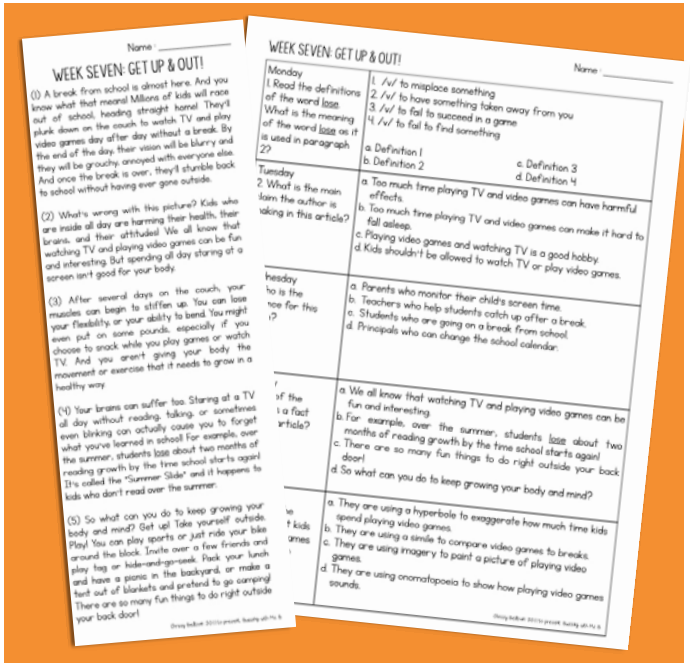
HELP YOUR STUDENTS PRACTICE & REVIEW FOR STAAR!

THEE PASSAGES ARE PERFECT FOR...

- ✓Spiral review
- ✓Exit tickets
- ✓Bell ringers
- ✓Quizzes
- ✓Daily warm-up
- ✓Small group
- ✓Test prep
- ✓Review camp
- ✓Summer School



How to use this resource



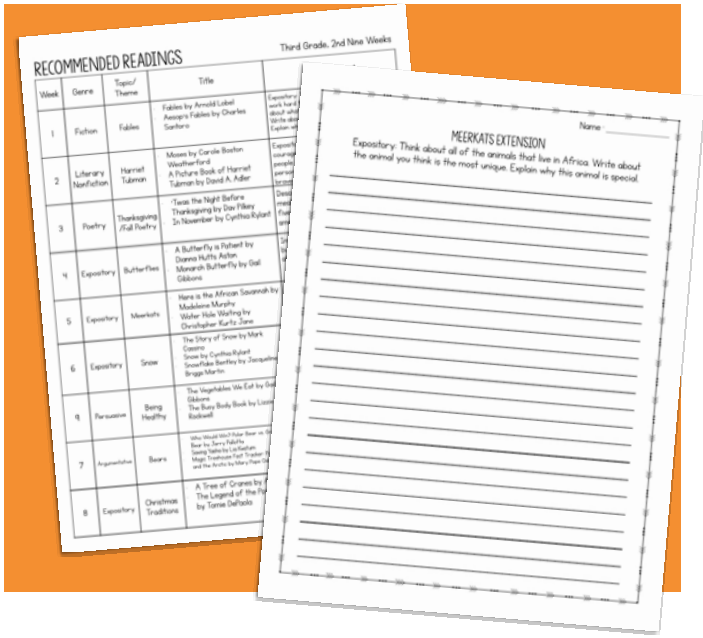
ONE PASSAGE A WEEK

and one question a day for an all-inclusive spiral review all year long. Spend 10 minutes a day and get a great review!

INTRODUCE VOCABULARY

In the questions that kids will see on their test

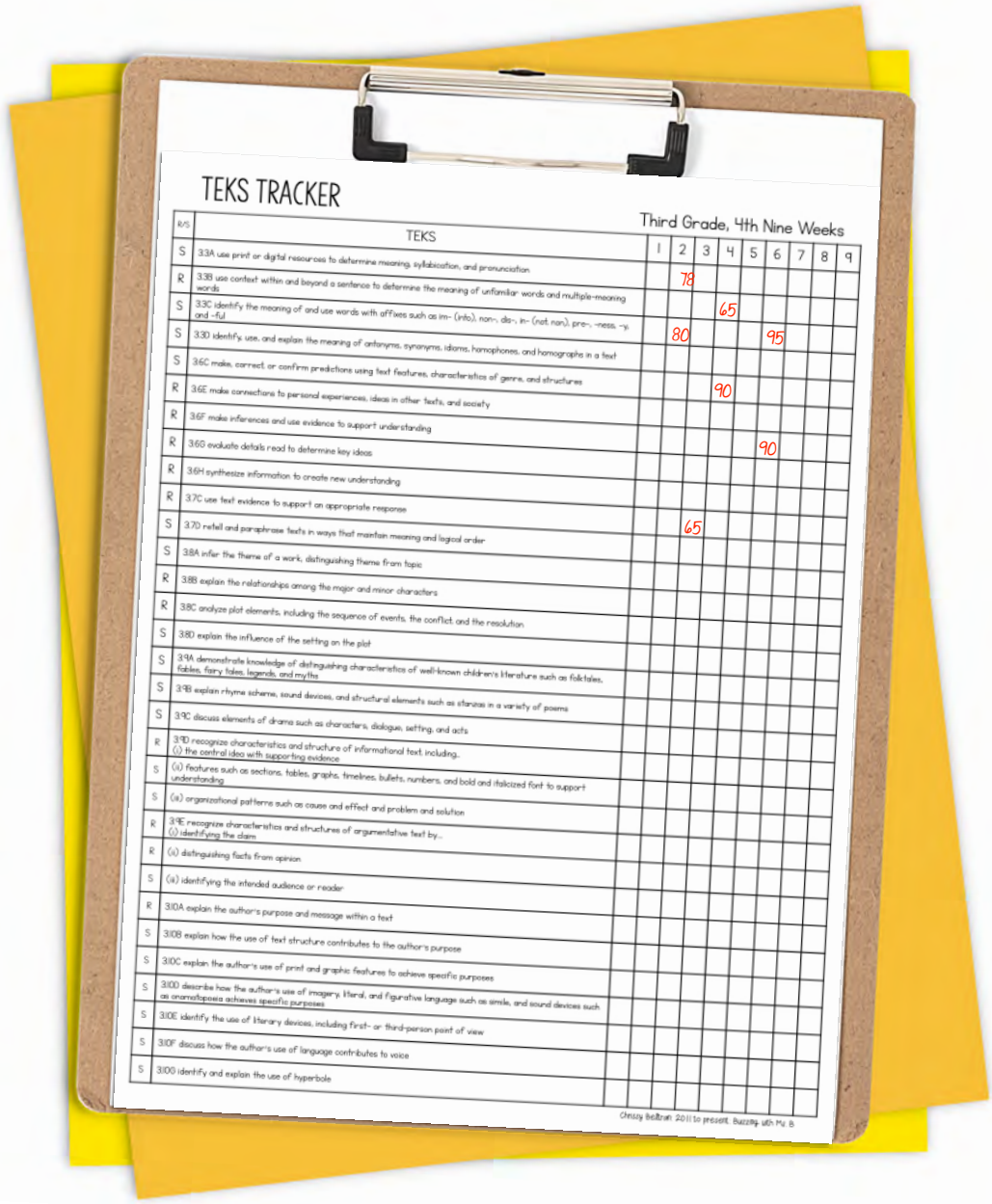




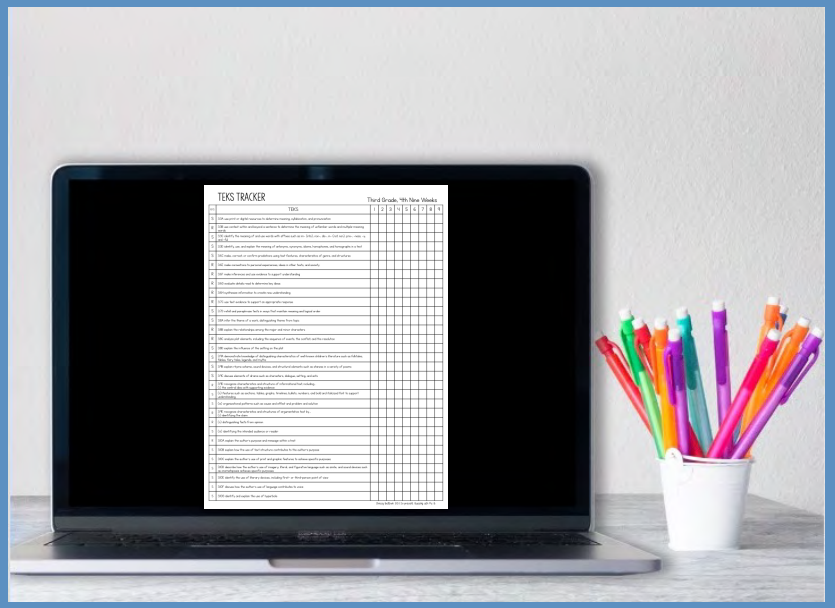
USE INCLUDED WRITING RESPONSE PROMPTS

To practice extended constructed responses

Use the included TEKS Tracker



- ✓Every tested TEKS from the assessed curriculum guides from has been added to the tracker.
- ✓Track your students' progress all year! All tested TEKS are included in the bundle.
- ✓Editable pdf included so you can record percentages for each week and each TEKS.
- ✓Student answer docs & answer keys included



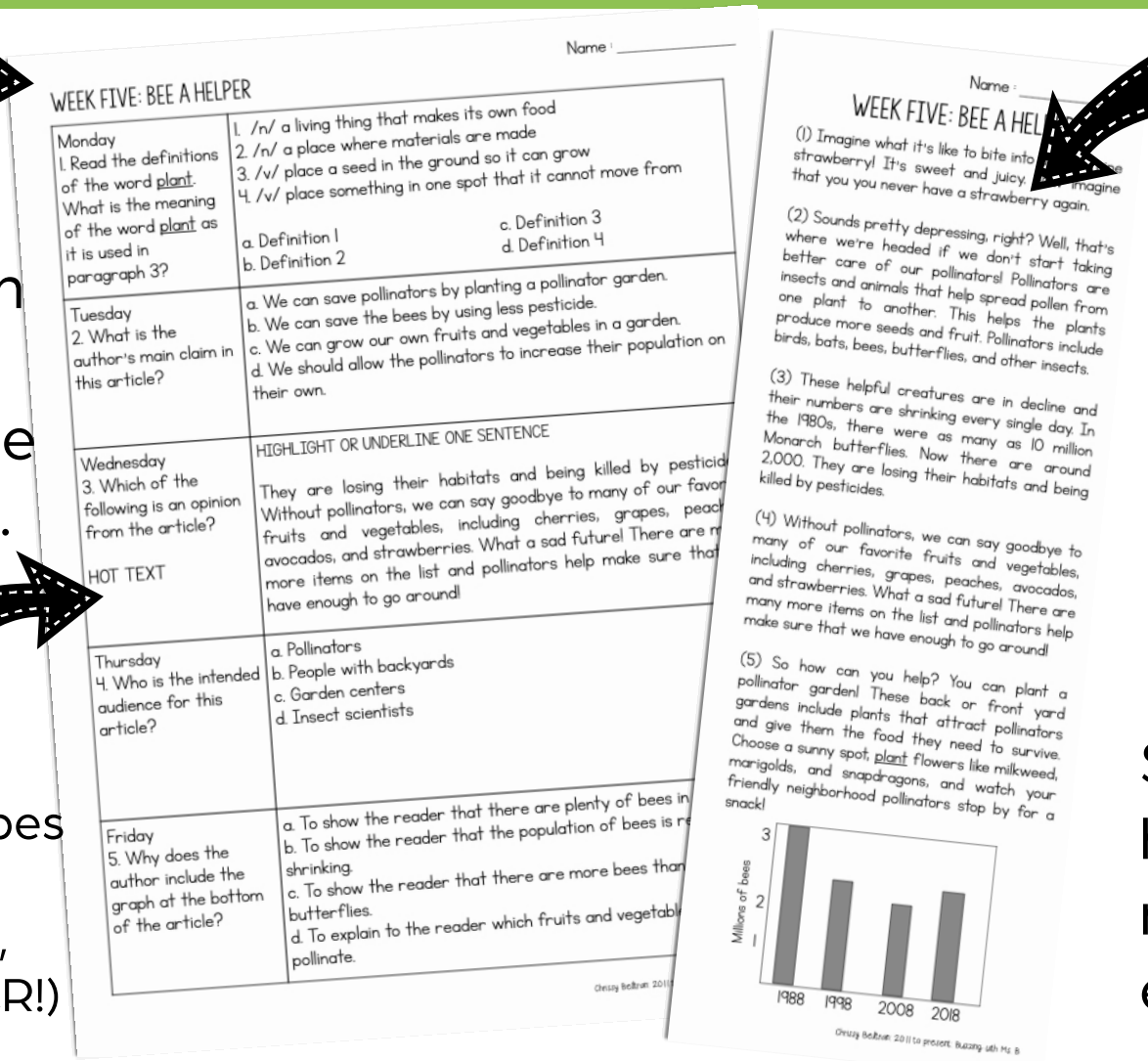
YOU'LL LOVE THESE PASSAGES!

One question every day aligned to the tested TEKS.

New question types are included (hot text, multi-select, multipart and SCR!)

Nine weeks of passages aligned to tested genres in Third grade.

Short passages help you cover more TEKS every week



Name :

WEEK FIVE: BEE A HELPER

Monday 1. Read the definitions of the word plant. What is the meaning of the word plant as it is used in paragraph 3?	1. /n/ a living thing that makes its own food 2. /n/ a place where materials are made 3. /v/ place a seed in the ground so it can grow 4. /v/ place something in one spot that it cannot move from a. Definition 1 b. Definition 2 c. Definition 3 d. Definition 4
Tuesday 2. What is the author's main claim in this article?	a. We can save pollinators by planting a pollinator garden. b. We can save the bees by using less pesticide. c. We can grow our own fruits and vegetables in a garden. d. We should allow the pollinators to increase their population on their own.
Wednesday 3. Which of the following is an opinion from the article? HOT TEXT	HIGHLIGHT OR UNDERLINE ONE SENTENCE They are losing their habitats and being killed by pesticid Without pollinators, we can say goodbye to many of our favor fruits and vegetables, including cherries, grapes, peach avocados, and strawberries. What a sad future! There are m more items on the list and pollinators help make sure that have enough to go around!
Thursday 4. Who is the intended audience for this article?	a. Pollinators b. People with backyards c. Garden centers d. Insect scientists
Friday 5. Why does the author include the graph at the bottom of the article?	a. To show the reader that there are plenty of bees in b. To show the reader that the population of bees is r shrinking. c. To show the reader that there are more bees than butterflies. d. To explain to the reader which fruits and vegetabl pollinate.

Name :

WEEK FIVE: BEE A HEL

(1) Imagine what it's like to bite into a strawberry! It's sweet and juicy. Imagine that you you never have a strawberry again.

(2) Sounds pretty depressing, right? Well, that's where we're headed if we don't start taking better care of our pollinators! Pollinators are insects and animals that help spread pollen from one plant to another. This helps the plants produce more seeds and fruit. Pollinators include birds, bats, bees, butterflies, and other insects.

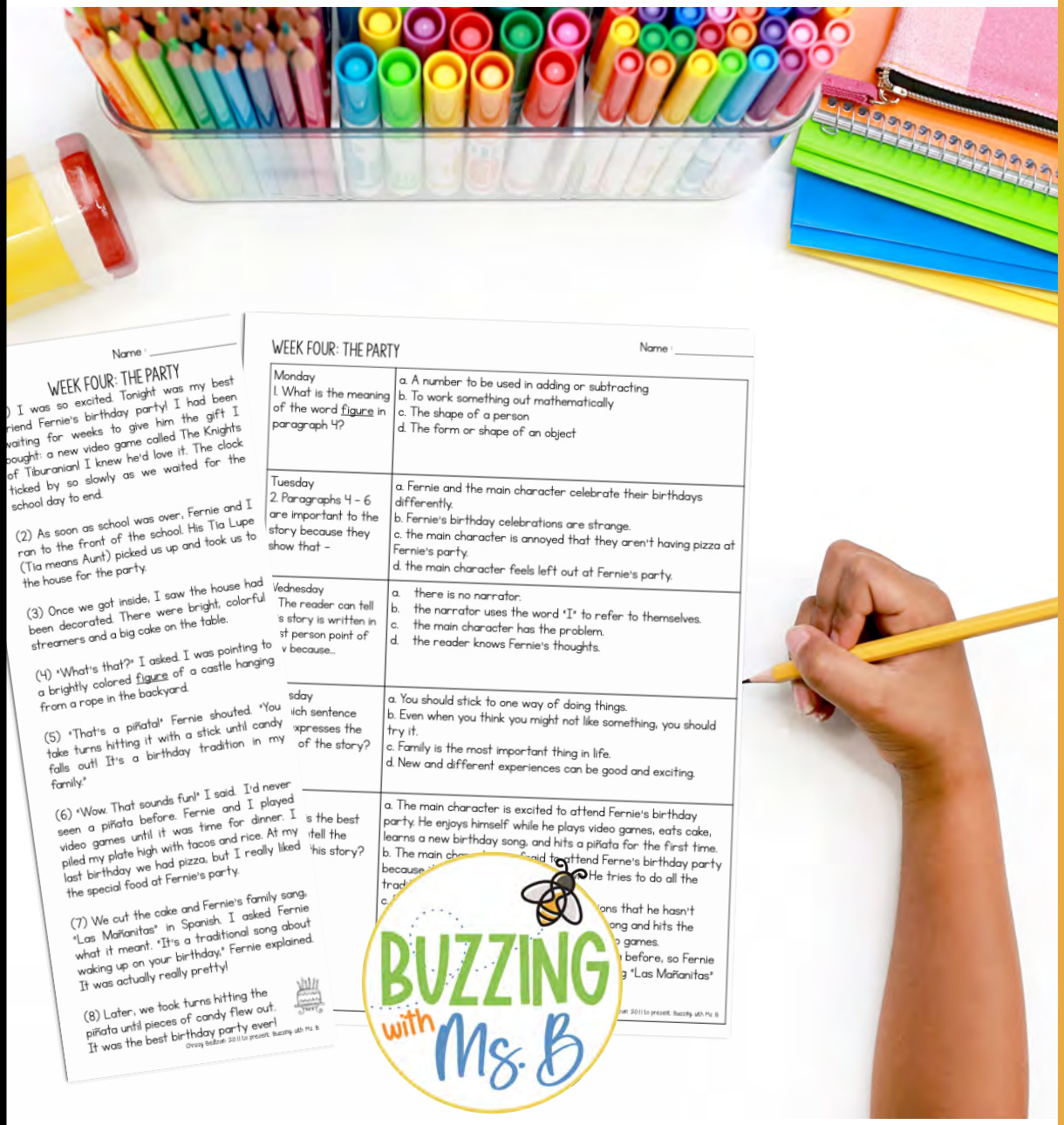
(3) These helpful creatures are in decline and their numbers are shrinking every single day. In the 1980s, there were as many as 10 million Monarch butterflies. Now there are around 2,000. They are losing their habitats and being killed by pesticides.

(4) Without pollinators, we can say goodbye to many of our favorite fruits and vegetables, including cherries, grapes, peaches, avocados, and strawberries. What a sad future! There are many more items on the list and pollinators help make sure that we have enough to go around!

(5) So how can you help? You can plant a pollinator garden! These back or front yard gardens include plants that attract pollinators and give them the food they need to survive. Choose a sunny spot, plant flowers like milkweed, marigolds, and snapdragons, and watch your friendly neighborhood pollinators stop by for a snack!

REVIEW ALL TESTED TEKS!

Passages included in the 1st nine weeks



- ✓ Jack and the Beanstalk - fiction *open-ended questions
- ✓ The Best Story - fiction *open-ended questions
- ✓ The Best Pet I Could Get - poetry *open-ended questions
- ✓ The Party - fiction
- ✓ Ketchup King - poetry
- ✓ Roar! - drama
- ✓ Break a Leg! - drama
- ✓ A Life in Computers - literary nonfiction
- ✓ The King of Horror - literary nonfiction (R.L. Stine)

PASSAGES FOR THE 2ND NINE WEEKS

THE ANT AND THE GRASSHOPPER
FABLE



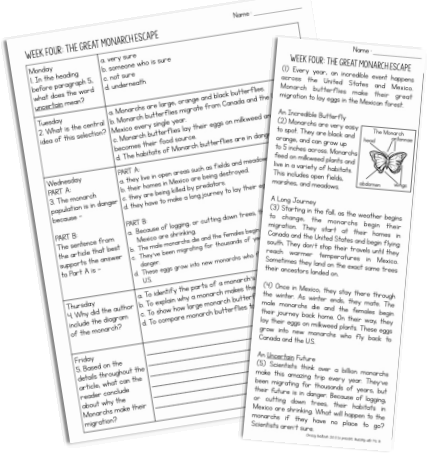
MOSES (HARRIET TUBMAN)
LITERARY NONFICTION



THANKSGIVING
POETRY



THE GREAT MONARCH ESCAPE
INFORMATIONAL



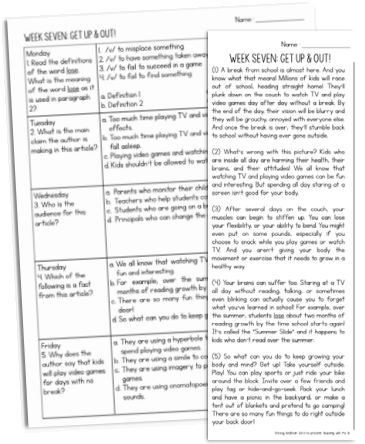
MEERKAT MANIA
INFORMATIONAL



SO MUCH SNOW
INFORMATIONAL



GET UP & OUT!
PERSUASIVE



BREEDING BEARS?
ARGUMENTATIVE



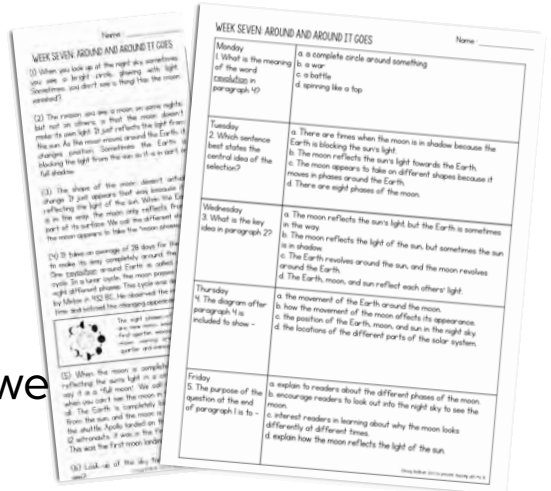
THE MYTH OF THE CHRISTMAS PICKLE
INFORMATIONAL



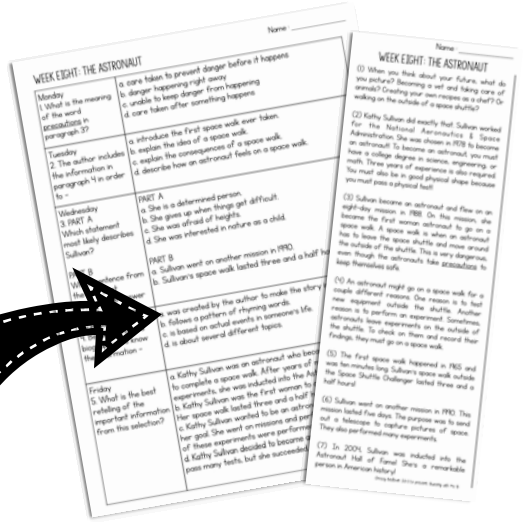
NINE PASSAGES WITH 5 QUESTIONS EACH

3RD NINE WEEKS: PAIRED SELECTIONS

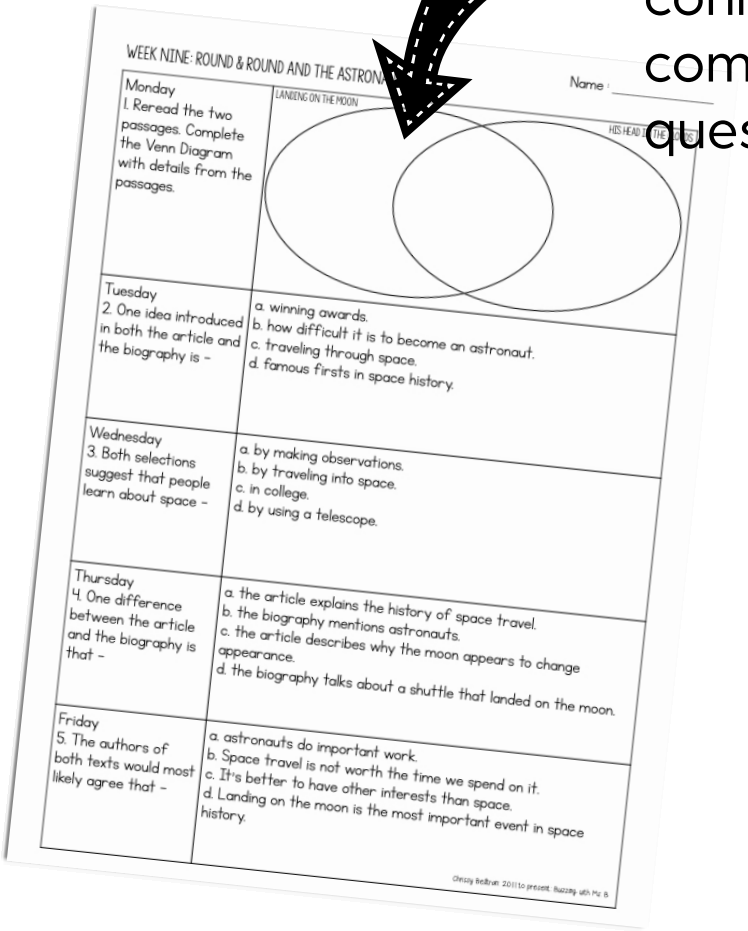
1. Read the first selection and answe the questions



2. Read the second selection and answer the questions



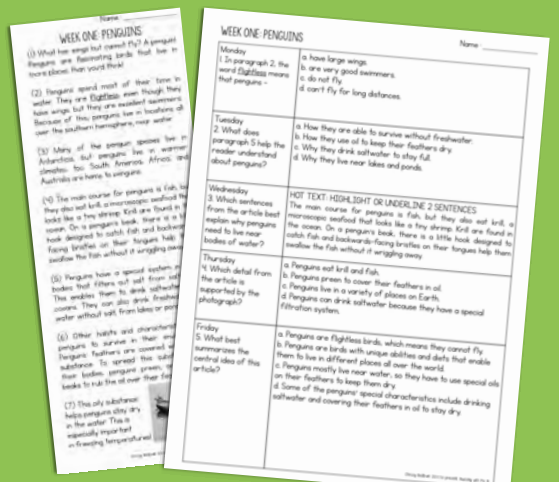
3. Answer the connections/ comparing questions



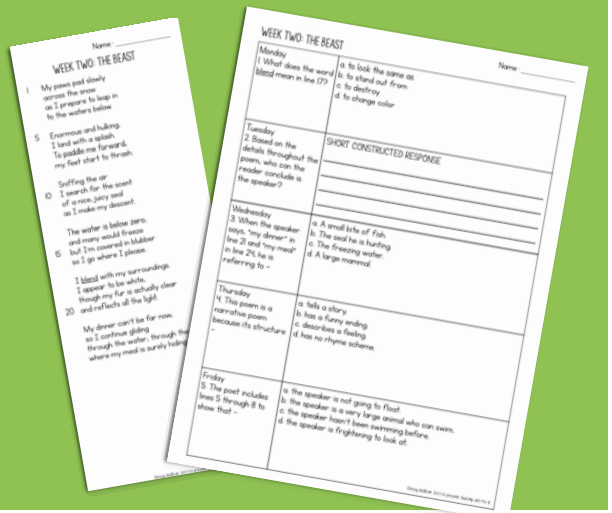
3 SETS OF PAIRED SELECTIONS WITH QUESTIONS

PASSAGES IN THE 3RD NINE WEEKS

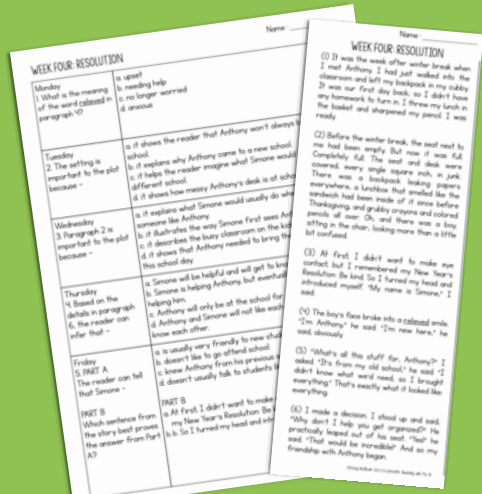
PENGUINS – INFORMATIONAL



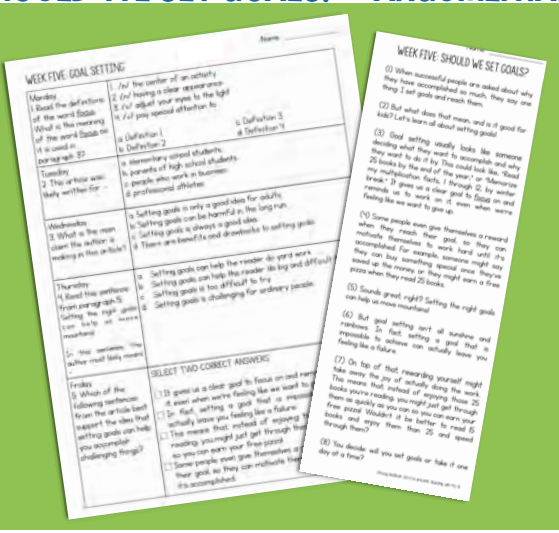
THE BEAST – POETRY



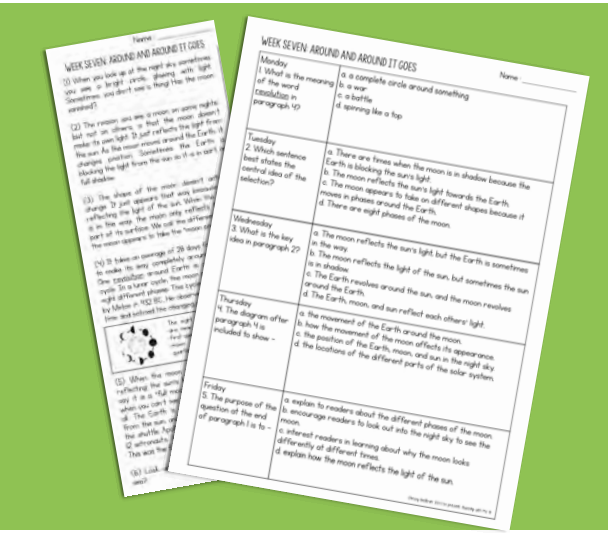
RESOLUTION – FICTION



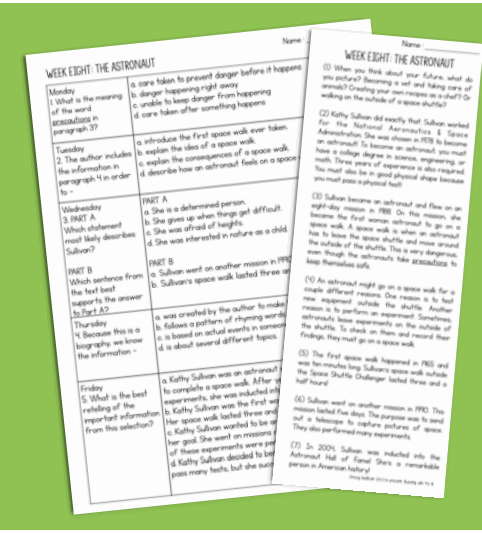
SHOULD WE SET GOALS? – ARGUMENTATIVE



AROUND AND AROUND IT GOES – INFORMATIONAL



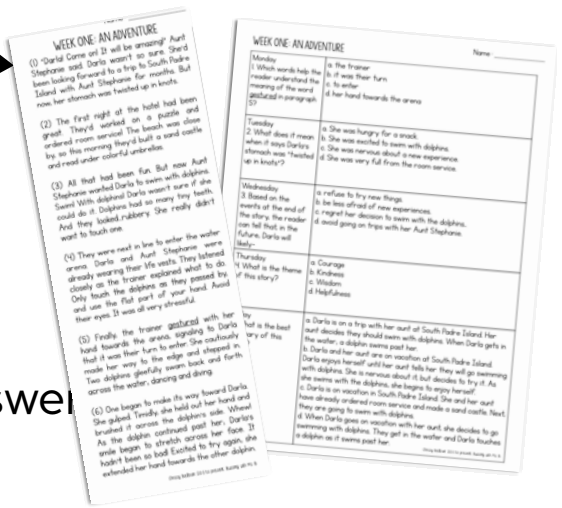
THE ASTRONAUT – LITERARY NONFICTION



6 PASSAGES & 3 SETS OF CONNECTION –COMPARING QUESTIONS

4TH NINE WEEKS: PAIRED SELECTIONS

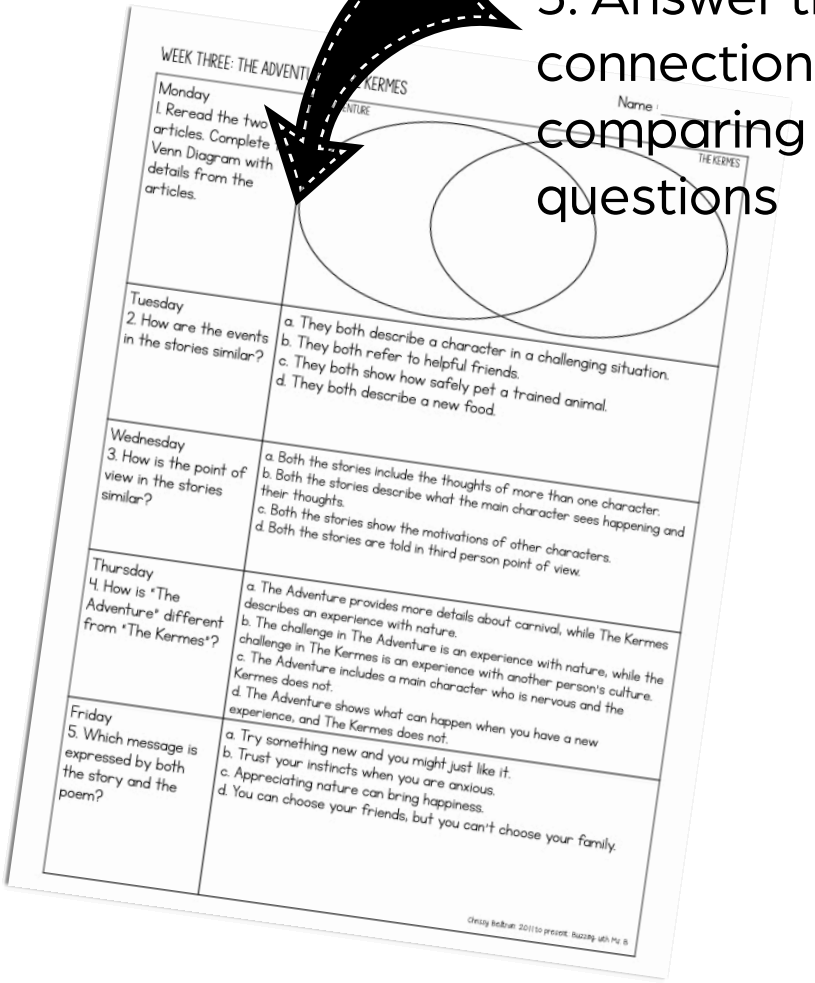
1. Read the first selection and answer the questions



2. Read the second selection and answer the questions

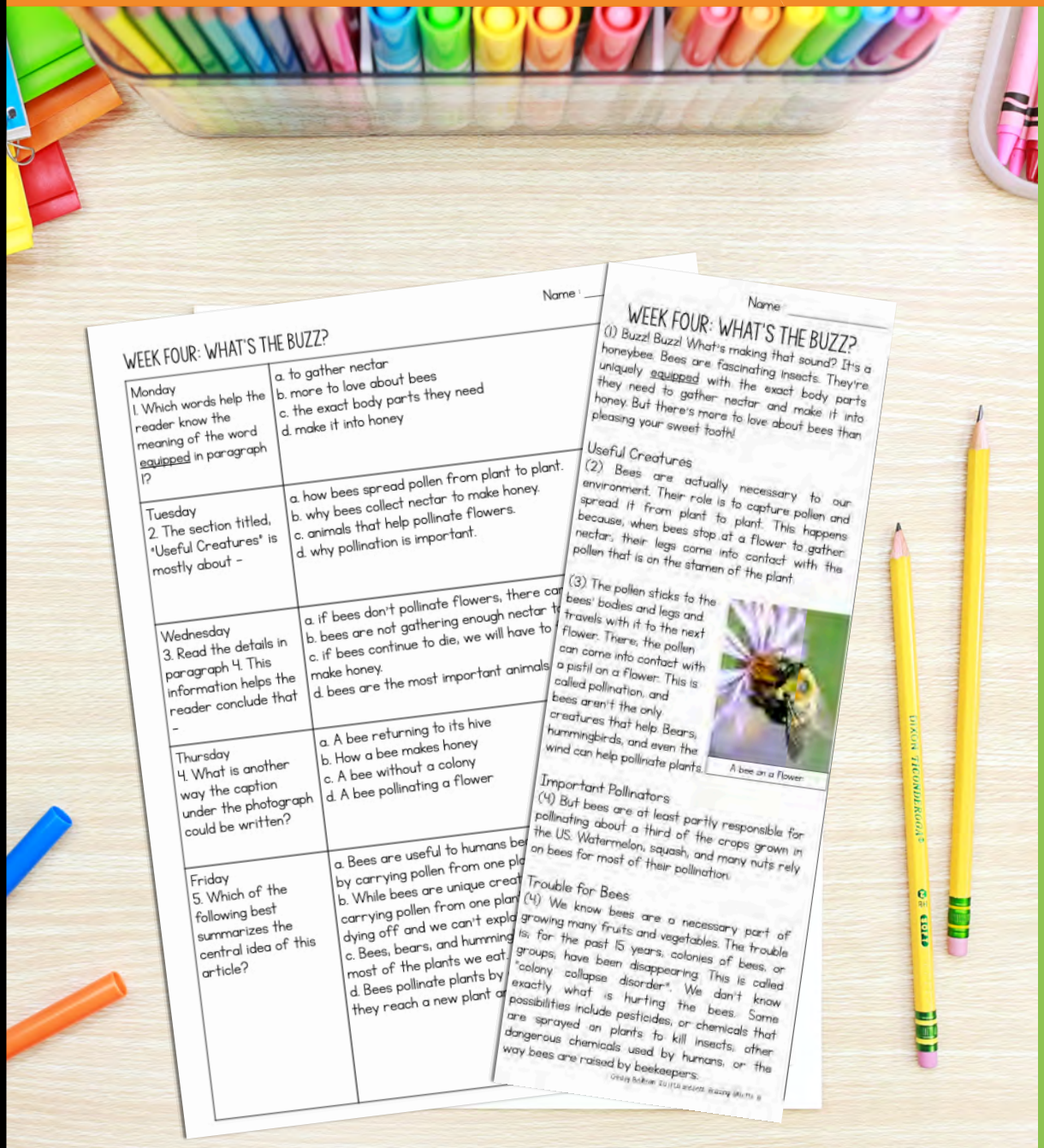


3. Answer the connections/ comparing questions



3 SETS OF PAIRED SELECTIONS WITH QUESTIONS

Passages included in the 4th nine weeks



- ✓An Adventure - fiction
- ✓The Kermes - fiction
- ✓What's the Buzz - informational
- ✓The Astronaut - literary nonfiction (Kathy Sullivan)
- ✓Bluebonnets - poetry
- ✓I'm Ready! - drama

Recommended readings & writing prompts

RECOMMENDED READINGS

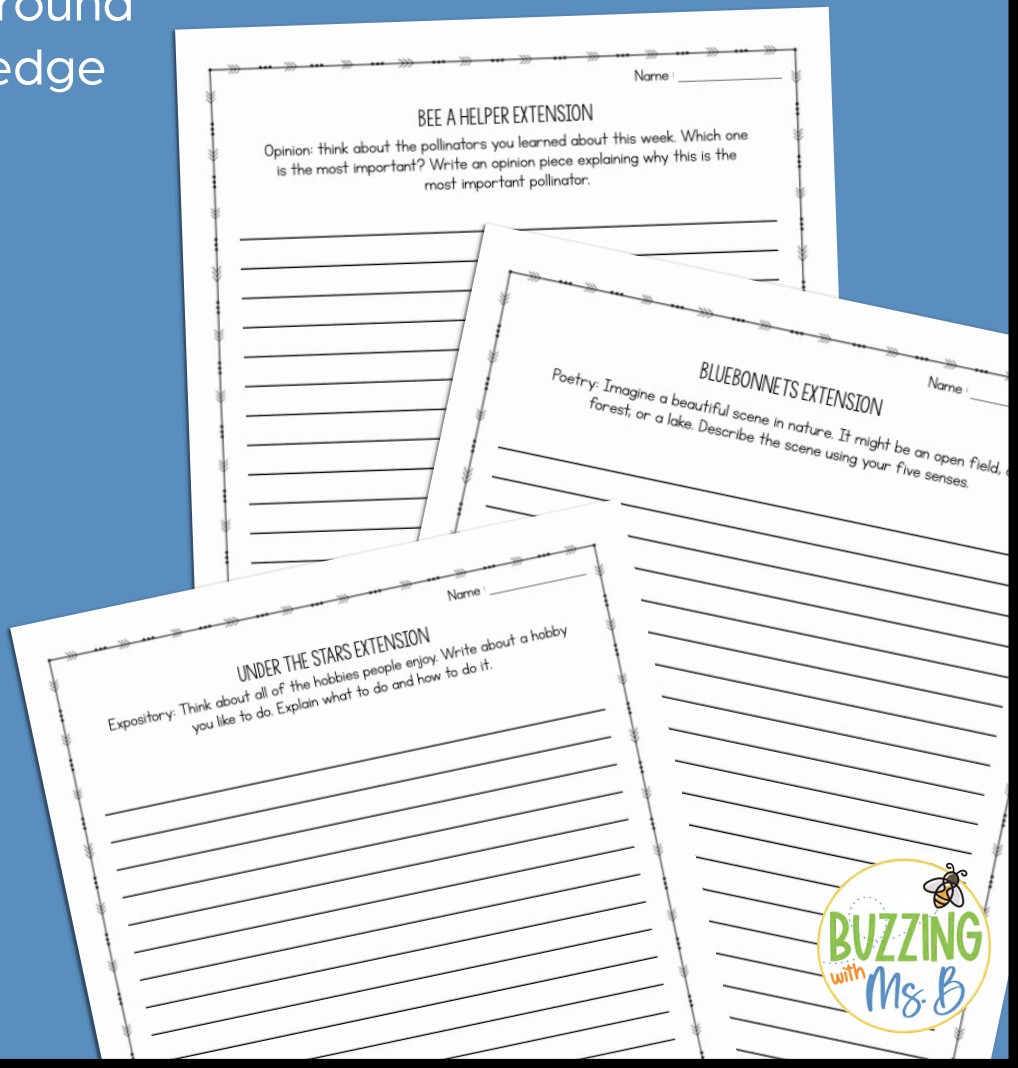
Third Grade, 2nd Nine Weeks

Week	Genre	Topic/ Theme	Title	Writing Prompt
1	Fiction	Ocean Animals	Big Blue Whale by Nicola Davies Winter's Tail by Craig Hatkoff	Expository: Think about all of the animals you'd like to meet. Write about the one animal you want to interact with. Explain why this animal is so interesting to you.
2	Fiction	Mexican American culture	Playing Lotería/El juego de la lotería by Rene Colato Lainey Braids/Trencitas by Kathleen Contreras	Narrative: Write about a time you tried something new and different.
3	Comparing Two Texts	Trying something new	Jabari Jumps by Gaia Cornwall Mirette on the High Wire by Emily Arnold McCully The Day You Begin by Jacqueline Woodson	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.
4	Expository	Bees	The Life and Times of the Honeybee by Charles Micucci The Honey Makers by Gail Gibbons	Imaginative Narrative: Imagine you're a bee gathering nectar. Write a story about your day.
5	Persuasive	Pollinators	What if There Were No Bees by Suzanne Slade Protect the Pollinators by Rachael Rose Zoller	Opinion: think about the pollinators you learned about this week. Which one is the most important? Write an opinion piece explaining why this is the most important pollinator.
6	Comparing Two Texts	Garden Habitats	Up in the Garden and Down in the Dirt by Kate Messner Diary of a Worm by Doreen Cronin Butterflies Are Pretty...Gross by Rosemary Mosco	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.
7	Expository	Bluebonnets	The Legend of the Bluebonnet by Tomie DePaola Bluebonnet Girl by Michael Lind	Poetry: Imagine a beautiful scene in nature. It might be an open field, a forest, or a lake. Describe the scene using your five senses.
8	Drama	Texas symbols	Welcome to Texas by Asa Gillard L is for Lone Star by Carol Crane	Research: Think about the Texas symbols you've learned about. Choose one and learn more about what makes it special. Write about the symbol and explain why it's a symbol of Texas.
9	Comparing Two Texts	Texas	The Armadillo from Amarillo by Lynne Cherry Armadillo Rodeo by Jan Brett	Making Connections: Use the sentence starters provided to make connections between the two readings. Think about how they are similar and different.

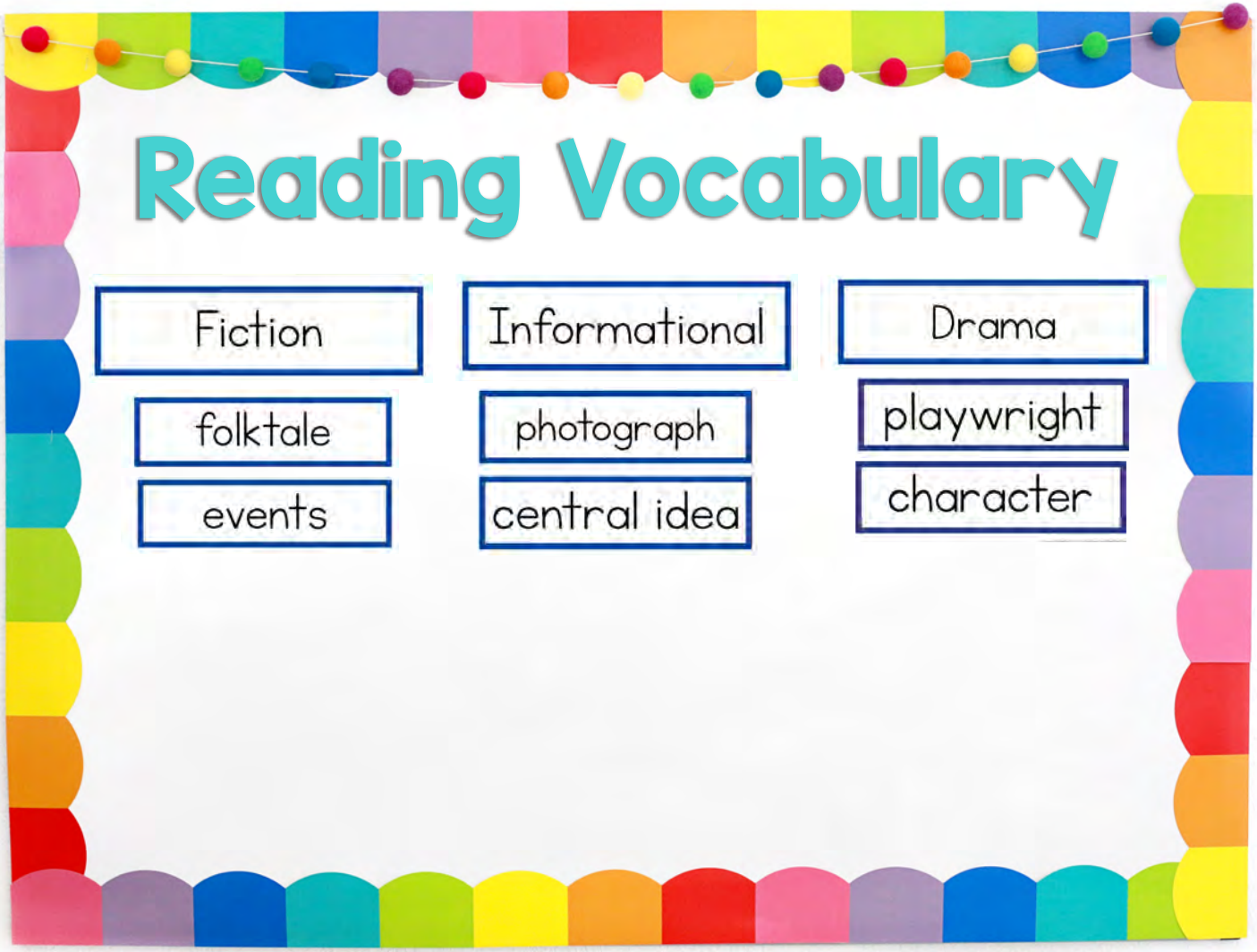
©Buzzing Bellhorn 2011 to present. Buzzing with Ms. B

Suggested titles to check out of the library and build background knowledge

Use the writing prompts to build writing in different genres



Third grade academic vocabulary



Use for...

- ✓Word wall - add as you go
- ✓Vocabulary cards for mix-pair-share
- ✓Review -take them off and rebuild before STAAR

150+ WORD WALL CARDS WITH TEKS & STAAR VOCABULARY WORDS

Large print versions of each passage

WHAT'S THE BUZZ?

(1) Buzz! Buzz! What's making that sound? It's a honeybee. Bees are fascinating insects. They're uniquely equipped with the exact body parts they need to gather nectar and make it into honey. But there's more to love about bees than pleasing your sweet tooth!

Useful Creatures

(2) Bees are actually necessary to
pollen and spread it from plant to
stop at a flower to gather nectar
pollen that is on the stamen of the pl

(3) The pollen sticks to the bees' bod
travels with it to the next flower. The
come into contact with a pistil on a fl
called pollination, and bees aren't the
that help. Bears, hummingbirds, and ev
help pollinate plants.

Important Pollinators

(4) But bees are at least partly respor
pollinating about a third of the crops g
US. Watermelon, squash, and many nuts
for most of their pollination.

Tra
(are a necessary
e is, for the past
g. This is called "
urting the bees. So
sprayed on plants
ch umans, or the way be

BUZZING with Ms. B

Name :

AN ADVENTURE

(1) "Darla! Come on!

Aunt Stephanie said. Darla w
a trip to South Padre Island
stomach was twisted up in kr

een great. They'd worked
ach was close by, so this mor
colorful umbrellas.

tephanie wanted Darla to sw
asn't sure if she could do
y looked...rubbery. She rea

Name :

BLUEBONNETS

1 An open field
A carpet of blue

Each one on
petals clingi
lk of green,

5 Velvety so
the petals

On each
a little

The f
10 in th

The
an

Name :

THE WRITE LINES

Characters:
Jackson
Addiel

[Setting: At school in the auditorium. Students are preparing for their play.]

(1) Jackson: What would a mockingbird say if it could talk?

(2) Addiel: Hmmm.... Good question. Maybe, "Anything you can do, I can do better?"

(3) Jackson: Oh, good one! Because they mimic other bird calls!

(4) Addiel: Exactly! Now help me with
to be our best play

ena,
her
and

THIRD GRADE TEK-A-DAY TEKS COVERAGE

R/S	TEKS	1st Nine Weeks									2nd Nine Weeks								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
S	3.3A use print or digital resources to determine meaning, syllabication, and pronunciation					√		√									√	√	
R	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	√		√					√		√				√	√			
S	3.3C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful						√			√		√		√					
S	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		√										√						√
S	3.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures							√											
R	3.6E make connections to personal experiences, ideas in other texts, and society																		
R	3.6F make inferences and use evidence to support understanding	√				√	√		√				√			√			
R	3.6G evaluate details read to determine key ideas								√	√		√				√		√	
R	3.6H synthesize information to create new understanding									√				√					√
R	3.7C use text evidence to support an appropriate response		√					√			√		√	√					
S	3.7D retell and paraphrase texts in ways that maintain meaning and logical order		√	√	√		√				√				√				√
S	3.8A infer the theme of a work, distinguishing theme from topic		√		√						√	√							
R	3.8B explain the relationships among the major and minor characters	√			√						√								
R	3.8C analyze plot elements, including the sequence of events, the conflict, and the resolution	√	√		√		√				√	√							
S	3.8D explain the influence of the setting on the plot							√											
s	3.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as foltales, fables, fairy tales, legends, and myths	√																	
S	3.9B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems		√		√								√						
S	3.9C discuss elements of drama such as characters, dialogue, setting, and acts							√											

THIRD GRADE TEK-A-DAY TEKS COVERAGE

R/S	TEKS	1st Nine Weeks									2nd Nine Weeks								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
R	3.9D recognize characteristics and structure of informational text, including... (i) the central idea with supporting evidence													✓					
S	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding									√				✓	✓	✓			
s	(iii) organizational patterns such as cause and effect and problem and solution													✓		✓		✓	
R	3.9E recognize characteristics and structures of argumentative text by.... (i) identifying the claim																✓		
R	(ii) distinguishing facts from opinion																✓	✓	
S	(iii) identifying the intended audience or reader																✓		
R	3.10A explain the author's purpose and message within a text					√			√			✓			✓			✓	
S	3.10B explain how the use of text structure contributes to the author's purpose																		✓
S	3.10C explain the author's use of print and graphic features to achieve specific purposes								√						✓				✓
S	3.10D describe how the author's use of imagery, literal, and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes			√		√							✓						
S	3.10E identify the use of literary devices, including first- or third-person point of view				√														
S	3.10F discuss how the author's use of language contributes to voice																		
S	3.10G identify and explain the use of hyperbole						√										✓		

THIRD GRADE TEK-A-DAY TEKS COVERAGE

R/S	TEKS	3rd Nine Weeks									4th Nine Weeks								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
S	3.3A use print or digital resources to determine meaning, syllabication, and pronunciation					✓									✓				
R	3.3B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words				✓			✓			✓	✓		✓			✓		
S	3.3C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	✓							✓										
S	3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		✓															✓	
S	3.6C make, correct, or confirm predictions using text features, characteristics of genre, and structures										✓								
R	3.6E make connections to personal experiences, ideas in other texts, and society			✓			✓			✓			✓			✓			✓
R	3.6F make inferences and use evidence to support understanding		✓		✓					✓		✓		✓				✓	
R	3.6G evaluate details read to determine key ideas	✓	✓					✓						✓					
R	3.6H synthesize information to create new understanding																	✓	
R	3.7C use text evidence to support an appropriate response	✓			✓	✓				✓							✓	✓	
S	3.7D retell and paraphrase texts in ways that maintain meaning and logical order									✓	✓								
S	3.8A infer the theme of a work, distinguishing theme from topic										✓								
R	3.8B explain the relationships among the major and minor characters				✓							✓							
R	3.8C analyze plot elements, including the sequence of events, the conflict, and the resolution				✓							✓							
S	3.8D explain the influence of the setting on the plot				✓														
s	3.9A demonstrate knowledge of distinguishing characteristics of well-known children's literature such as foltales, fables, fairy tales, legends, and myths																		
S	3.9B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems			✓													✓		
S	3.9C discuss elements of drama such as characters, dialogue, setting, and acts	✓																✓	

THIRD GRADE TEK-A-DAY TEKS COVERAGE

		3rd Nine Weeks									4th Nine Weeks								
R/S	TEKS	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
R	3.9D recognize characteristics and structure of informational text, including... (i) the central idea with supporting evidence	✓						✓						✓					
S	(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding													✓					
s	(iii) organizational patterns such as cause and effect and problem and solution					✓													
R	3.9E recognize characteristics and structures of argumentative text by.... (i) identifying the claim														✓				
R	(ii) distinguishing facts from opinion					✓									✓				
S	(iii) identifying the intended audience or reader														✓				
R	3.10A explain the author's purpose and message within a text							s									✓		
S	3.10B explain how the use of text structure contributes to the author's purpose							✓	✓			✓							
S	3.10C explain the author's use of print and graphic features to achieve specific purposes														✓				
S	3.10D describe how the author's use of imagery, literal, and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes		✓								✓						✓		
S	3.10E identify the use of literary devices, including first- or third-person point of view																		
S	3.10F discuss how the author's use of language contributes to voice																		
S	3.10G identify and explain the use of hyperbole					✓													

What teachers are saying

I found these late in the year, but I am so glad that I did. I use them to reteach the TEKS that my kiddos are not mastering according to district benchmarks and checkpoints. I love them. Next year, I am going to start using them in my small groups right after our first checkpoints! Great buy for teacher who use data as a tool to check for understanding and mastery of content.

These TEK-a-Day packs are life savers! I highly recommend them. They target specific skills for STAAR test prep and make the perfect go-to resource!

"This resource is fabulous. If you're trying to talk yourself off the fence of purchasing due to the price- just DO IT. I owe my students' increased testing performance on the spiral review that these provide. I love that we don't have to spend hours and hours on long passages, and can reinforce the skills they need (including unpacking the way that questions are worded) in a few minutes at the beginning of class."

"I can not say enough good things about these passages. I was looking for something for morning work for my students that would cover TEKS and prepare them for testing. This was exactly what I was looking for and perfect to use. My students have grown so much by using these. Thank you!!"

BUZZING with Mrs. B