

Grade 3 ELPS Correlation Chart

Where every English Language Proficiency Standard student expectation is addressed across the Prepare cluster and Clusters 1 to 8 of the Writing Academy Supplemental Support System.

GRADE

3rd Grade Writing

STANDARDS

New ELPS adopted 2024, Kindergarten to Grade 3
(19 TAC §120.20)

SCOPE

36 modules: Prepare and Clusters 1 to 8, four modules each

SOURCE OF EVERY CORRELATION

Each module's Teacher Lesson Plan Guide and the cluster's Content
Language Support passage

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How to Read This Chart

Each row is one ELPS student expectation. Each column is one cluster. A navy mark shows where that ELPS is taught in that cluster. Every mark is a live link that opens the exact page or passage on the IMRA review site.

26

of 26 ELPS student expectations addressed

36

module guides checked, Prepare and Clusters 1 to 8

How coverage is counted. Nothing in this chart is inferred. Every mark links to the lesson, activity, or passage where the ELPS is taught. The gold **ss** (Scope and Sequence) mark shows that the Grade 3 TEKS and ELPS Coverage Map (from the Scope and Sequence) also assigns that ELPS to the cluster.

Key

- **2** Module 2 of that cluster teaches the ELPS in its core lessons or activities. Open the link for the exact page.
- **3** Module 3 lists the ELPS only in its Intervention or Enrichment table.
- **CW** A cluster-wide activity, such as a slide deck or song, that teaches the ELPS across the cluster. The row's Activities note names it.
- **TT** Take Turns Reading (Fluency): the teacher and student alternate reading sentences while the student tracks print, using the cluster's Content Language Support passage.
- **ss** The cluster's Scope and Sequence ELPS band also lists it.

Listening Domain

[illegible]

Speaking Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
2(A)	Produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy. Activities: Lesson Plan Guide, Cluster 2, Module 3, page 20; Lesson Plan Guide, Cluster 1, Module 4, page 20 (Say It This Way column). Take Turns Reading (Fluency): every Content Language Support passage and the Published Texts teacher scripts.	TT	4 TT	3 TT	TT	TT	TT	TT	TT	TT	11
2(B)	Speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words. Activities: Lesson Plan Guide, Cluster 2, Module 3, page 20; Lesson Plan Guide, Cluster 2, Module 1, page 34 (Module Slide 33).			3 1							2
2(C)	Speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words. Activities: Lesson Plan Guide, Cluster 2, Module 1, page 34 (Day 5, Module Slide 33); Lesson Plan Guide, Cluster 8, Module 2, page 30 (Day 5).			1						2	2
2(D)	Speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency. Activities: Lesson Plan Guide, Cluster 8, Module 2, page 30 (Day 5, Community Solution Summit).									2	1
2(E)	Narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions.	3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	33
2(F)	Restate, ask questions about, or respond to information during formal and informal classroom interactions.		1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	2 4 SS					14

Reading Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
3(A)	Demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom. Activities: Lesson Plan Guide, Cluster 2, Module 2, page 47 (small group); Lesson Plan Guide, Cluster 4, Module 1, page 45 (small group). Take Turns Reading (Fluency): every Content Language Support passage and the Published Texts teacher scripts.	TT	TT	2 TT	TT	1 TT	TT	TT	TT	TT	11
3(B)	Decode words using relationships between sounds and letters. Activities: Syllable Types, Week 1 (Prepare, Module 1), slide 3; Spelling deck, Week 1 (Prepare, Module 1), slide 2.	1 1									2
3(C)	Use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials. Activities: Lesson Plan Guide, Cluster 1, Module 4, page 20 (Complete Tier 3 Vocabulary); Context Clues, Week 1 (Prepare, Module 1), slide 4.	1	4								2
3(D)	Use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials. Activities: Context Clues, Week 1 (Prepare, Module 1), slide 6 (Friday DEFEND); Figurative Language deck, Week 12 (Cluster 2), slide 1.	1		CW							2
3(E)	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension.		1 2 3 4 SS	1 SS	1 2 3 4 SS	1 3 SS	1 2 SS	2 3 4 SS	3 4 SS		18
3(F)	Derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports.			2 3 4 SS		2 4 SS					5
3(G)	Demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions.			4 SS		4 SS					2
3(H)	Read with fluency and demonstrate comprehension of content-area text. Activities: Published Texts and Mentor Texts deck, Week 2 (Prepare, Module 2), slide 2; Lesson Plan Guide, Cluster 2, Module 1, page 34 (Module Slide 34). Take Turns Reading (Fluency): every Content Language Support passage and the Published Texts teacher scripts.	2 TT	TT	1 TT	TT	TT	TT	TT	TT	TT	11

Writing Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
4(A)	Apply relationships between sounds and letters of the English language to represent sounds when writing. Activities: Spelling deck, Week 1 (Prepare, Module 1), slide 6 (Friday DEFEND).	1									1
4(B)	Spell words following conventional spelling patterns and rules.	1 2 3 4 SS									4
4(C)	Write using high-frequency words and content-area vocabulary.	1 2 3 4 SS		2 3 SS		2 SS	3 4 SS	1 4 SS	1 2 3 4 SS	1 2 3 4 SS	19
4(D)	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 SS	1 2 3 4 SS	34
4(E)	Write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense.	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	2 4 SS		1 SS			19
4(F)	Write to narrate, describe, explain, respond, or persuade, with detail in the content areas.	1 2 3 4 SS		1 2 3 4 SS		2 4 SS	1 3 4 SS	1 4 SS	1 2 3 4 SS	1 2 3 4 SS	23

All 26 of the 26 Grade 3 ELPS student expectations are addressed across the Prepare cluster and Clusters 1 to 8.

Foundational ELPS. Print concepts, reading aloud with fluency, and pronunciation are taught through Take Turns Reading (Fluency) on every Content Language Support passage and in the Published Texts teacher scripts. Each module's Section 18, ELPS Linguistic Accommodations, gives proficiency level supports for every learner.