

Texas Essential Knowledge and Skills for Grade 3

GRADE 3 • INTRODUCTION

English Language Arts	Spanish Language Arts/ English as a Second Language
<p>§110.5. English Language Arts and Reading, Grade 3.</p> <p>(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.</p> <p>(2) For third grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p>	<p>§128.5. Spanish Language Arts (SLA) and English as a Second Language (ESL), Grade 3.</p> <p>(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.</p> <p>(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate</p>

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	<p>in their first language will apply these skills and other academic proficiencies to the second language.</p> <p>(A) The development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying durations when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.</p> <p>(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.</p> <p>(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside school.</p> <p>(A) Beginning ESOL students associate utterances with meanings as they make inferences based on actions, visuals,</p>

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	<p>text, tone of voice, and inflections. They use unanalyzed short phrases of language sporadically such as "It's my turn" and "Who is it?" Because receptive language is acquired earlier than oral production, ESOL students at the beginning level may need to use the native language to demonstrate comprehension. Beginning ESOL students, through carefully sequenced listening opportunities, expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes.</p> <p>(B) Intermediate ESOL students produce spoken English with increasing accuracy and fluency to convey appropriate meaning. These ESOL students use the listening process to improve comprehension and oral skills in English. Through meaningful listening and speaking interactions, ESOL students clarify, distinguish, and evaluate ideas and responses in a variety of situations.</p> <p>(C) Advanced ESOL students participate successfully in academic, social, and work contexts in English using the process of speaking to create, clarify, critique, and evaluate ideas and responses. These students begin to read and write in English using graphophonic cues, syntax, visuals, the context of the text, and their prior knowledge of language and structure of text.</p> <p>(D) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs, as well as acculturation issues, should be considered when making programmatic and instructional decisions.</p>

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<p>(3) The essential knowledge and skills as well as the student expectations for Grade 3 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.</p>	<p>(4) The essential knowledge and skills as well as the student expectations for Grade 3 are described in subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for students of Spanish Language Arts and English as a Second Language. All expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards. The knowledge and skills and/or student expectations that are applicable specifically to students of Spanish Language Arts and/or English as a Second Language are indicated parenthetically by SLA and ESL. The additional grades at which these expectations are demonstrated, at increasingly sophisticated levels, are also indicated by parenthetical notation.</p>
<p>(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.</p>	<p>(5) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.</p>
<p>(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>(6) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>
<p>(6) It is the goal of the state that all children read</p>	<p>(7) It is the goal of the state that all children read</p>

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on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.	on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

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(3.1) **Listening/speaking/purposes.** The student listens attentively and engages actively in various oral language experiences.

<p>The student is expected to:</p> <p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p> <p>(B) respond appropriately and courteously to directions and questions (K-3);</p> <p>(C) participate in rhymes, songs, conversations, and discussions (K-3);</p> <p>(D) listen critically to interpret and evaluate (K-3);</p> <p>(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and</p> <p>(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).</p>	<p>The student is expected to:</p> <p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p> <p>(B) respond appropriately and courteously to directions and questions (K-3);</p> <p>(C) participate in rhymes, songs, conversations, and discussions (K-3);</p> <p>(D) listen critically to interpret and evaluate (K-3);</p> <p>(E)(ii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish (K-3/SLA); and</p> <p>(F) identify the musical elements of literary language including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);</p> <p>(B) respond appropriately and courteously to directions and questions (K-3);</p> <p>(C) participate in rhymes, songs, conversations, and discussions (K-3);</p> <p>(D) listen critically to interpret and evaluate (K-3);</p> <p>(E)(i) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL);</p> <p>(F) identify the musical elements of literary language including its rhymes, repeated sounds, or instances of onomatopoeia (2-3);</p> <p>(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL); and</p>
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		(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

(3.2) **Listening/speaking/culture.** The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.

<p>The student is expected to:</p> <p>(A) connect experiences and ideas with those of others through speaking and listening (K-3); and</p> <p>(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</p>	<p>The student is expected to:</p> <p>(A) connect experiences and ideas with those of others through speaking and listening (K-3); and</p> <p>(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) connect experiences and ideas with those of others through speaking and listening (K-3); and</p> <p>(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).</p>
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(3.3) **Listening/speaking/audiences.** The student speaks appropriately to different audiences for different purposes and occasions.

<p>The student is expected to:</p> <p>(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);</p> <p>(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);</p>	<p>The student is expected to:</p> <p>(A)(ii) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including using appropriate volume and rate (K-3/SLA);</p> <p>(B)(ii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (<i>tú/usted</i>) (K-3/SLA);</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A)(i) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate (K-3/ESL);</p> <p>(B)(i) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL);</p>
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<p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);</p> <p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and</p> <p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).</p>	<p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);</p> <p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);</p> <p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).</p>	<p>(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);</p> <p>(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3);</p> <p>(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3); and</p> <p>(F) employ English content area vocabulary in context (K-8)/ESL).</p>

(3.4) **Listening/speaking/communication.** The student communicates clearly by putting thoughts and feelings into spoken words.

<p>The student is expected to:</p> <p>(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);</p> <p>(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and</p> <p>(C) retell a spoken message by summarizing or clarifying (K-3).</p>	<p>The student is expected to:</p> <p>(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);</p> <p>(B) clarify and support spoken messages through use of appropriate props including objects, pictures, and charts (K-3); and</p> <p>(C) retell a spoken message by summarizing or clarifying (K-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);</p> <p>(B) clarify and support spoken messages through use of appropriate props including objects, pictures, and charts (K-3); and</p> <p>(C) retell a spoken message by summarizing or clarifying (K-3).</p>
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(3.5) **Reading/word identification.** The student uses a variety of word identification strategies.

<p>The student is expected to:</p>	<p>The student is expected to:</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p>
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(A) decode by using all letter-sound correspondences within a word (1-3);	(A) decode by using all letter-sound correspondences within a word (1-3);	(A) decode by using all letter-sound correspondences within a word (1-3);
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	(B)(ii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress (1-3/SLA);	(B)(i) blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL);
(C) identify multisyllabic words by using common syllable patterns (1-3);	(C) identify multisyllabic words by using common syllable patterns (1-3);	(C) identify multisyllabic words by using common syllable patterns (1-3);
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and	(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).	(F)(ii) develop automatic recognition of words that use specific spelling patterns such as <i>q/c/k</i> , <i>b/v</i> , <i>s/c/z</i> , <i>y/ll</i> , <i>g/j</i> , <i>x/j</i> , <i>i/y</i> , <i>r/rr</i> , <i>h</i> , <i>ch</i> , <i>gue</i> , and <i>gui</i> (1-3/SLA).	(F)(i) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL).

(3.6) **Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

The student is expected to:	The student is expected to:	The following expectations apply to the second language learner at his/her level of proficiency in English.
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);	The student is expected to:
(B) read regularly in instructional-level materials that are challenging but	(B) read regularly in instructional-level materials that are challenging but	(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);
		(B) read regularly in instructional-level materials that are challenging but

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<p>manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);</p> <p>(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p> <p>(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and</p> <p>(E) read silently for increasing periods of time (2-3).</p>	<p>manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);</p> <p>(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p> <p>(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and</p> <p>(E) read silently for increasing periods of time (2-3).</p>	<p>manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);</p> <p>(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);</p> <p>(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and</p> <p>(E) read silently for increasing periods of time (2-3).</p>

(3.7) **Reading/variety of texts.** The student reads widely for different purposes in varied sources.

<p>The student is expected to:</p> <p>(A) read classic and contemporary works (2-8);</p> <p>(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and</p> <p>(C) read to accomplish various purposes, both assigned and self-selected (2-3).</p>	<p>The student is expected to:</p> <p>(A) read classic and contemporary works (2-6);</p> <p>(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and</p> <p>(C) read to accomplish various purposes, both assigned and self-selected (2-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) read classic and contemporary works (2-8);</p> <p>(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and</p> <p>(C) read to accomplish various purposes, both assigned and self-selected (2-3).</p>
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(3.8) **Reading/vocabulary development.** The student develops an extensive vocabulary.

		<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p>
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<p>The student is expected to:</p> <p>(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(B) develop vocabulary through reading (2-3);</p> <p>(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and</p> <p>(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</p>	<p>The student is expected to:</p> <p>(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(B) develop vocabulary through reading (2-3);</p> <p>(C)(ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA); and</p> <p>(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words) (3).</p>	<p>The student is expected to:</p> <p>(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);</p> <p>(B) develop vocabulary through reading (2-3);</p> <p>(C)(i) use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL); and</p> <p>(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words) (3).</p>

(3.9) **Reading/comprehension.** The student uses a variety of strategies to comprehend selections read aloud and selections read independently.

<p>The student is expected to:</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(C) retell or act out the order of important events in stories (K-3);</p> <p>(D) monitor his/her own comprehension and act purposefully when</p>	<p>The student is expected to:</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(C) retell or act out the order of important events in stories (K-3);</p> <p>(D)(ii) monitor his/her own comprehension and act purposefully when</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);</p> <p>(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);</p> <p>(C) retell or act out the order of important events in stories (K-3);</p> <p>(D)(i) monitor his/her own comprehension and act purposefully when</p>
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comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);	comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3/SLA);	comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL);
(E) draw and discuss visual images based on text descriptions (1-3);	(E) draw and discuss visual images based on text descriptions (1-3);	(E) draw and discuss visual images based on text descriptions (1-3);
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);
(G) identify similarities and differences across texts such as in topics, characters, and themes (3);	(G) identify similarities and differences across texts such as in topics, characters, and themes (3);	(G) identify similarities and differences across texts such as in topics, characters, and themes (3);
(H) produce summaries of text selections (2-3);	(H) produce summaries of text selections (2-3);	(H) produce summaries of text selections (2-3);
(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	(I) represent text information in different ways, including story maps, graphs, and charts (2-3);
(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and	(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and
(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).	(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).

(3.10) **Reading/literary response.** The student responds to various texts.

The student is expected to: (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning),	The student is expected to: (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning),	The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to: (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning),
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<p>in writing, and through movement, music, art, and drama (2-3);</p> <p>(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);</p> <p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p> <p>(D) connect ideas and themes across texts (1-3).</p>	<p>in writing, and through movement, music, art, and drama (2-3);</p> <p>(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);</p> <p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p> <p>(D) connect ideas and themes across texts (1-3).</p>	<p>in writing, and through movement, music, art, and drama (2-3);</p> <p>(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);</p> <p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p> <p>(D) connect ideas and themes across texts (1-3).</p>

(3.11) **Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts.

<p>The student is expected to:</p> <p>(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);</p> <p>(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);</p> <p>(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);</p> <p>(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</p> <p>(E) understand and identify literary terms such as title,</p>	<p>The student is expected to:</p> <p>(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);</p> <p>(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);</p> <p>(C) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);</p> <p>(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-6);</p> <p>(E) understand and identify literary terms such as title,</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3);</p> <p>(B) distinguish fiction from nonfiction, including fact and fantasy (K-3);</p> <p>(C) recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3);</p> <p>(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);</p> <p>(E) understand and identify literary terms such as title,</p>
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English Language Arts	Spanish Language Arts	English as a Second Language
<p>author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);</p> <p>(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</p> <p>(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);</p> <p>(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) identify the importance of the setting to a story's meaning (1-3); and</p> <p>(J) recognize the story problem(s) or plot (1-3).</p>	<p>author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);</p> <p>(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</p> <p>(G) compare communications in different forms including contrasting a dramatic performance with a print version of the same story (3);</p> <p>(H) analyze characters including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) identify the importance of the setting to a story's meaning (1-3); and</p> <p>(J) recognize the story problem(s) or plot (1-3).</p>	<p>author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);</p> <p>(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);</p> <p>(G) compare communications in different forms including contrasting a dramatic performance with a print version of the same story (3);</p> <p>(H) analyze characters including their traits, feelings, relationships, and changes (1-3);</p> <p>(I) identify the importance of the setting to a story's meaning (1-3); and</p> <p>(J) recognize the story problem(s) or plot (1-3).</p>

(3.12) **Reading/inquiry/research.** The student generates questions and conducts research using information from various sources.

<p>The student is expected to:</p> <p>(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);</p> <p>(B) use alphabetical order to locate information (1-3);</p> <p>(C) recognize and use parts of a book to locate information, including table of contents,</p>	<p>The student is expected to:</p> <p>(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);</p> <p>(B) use alphabetical order to locate information (1-3);</p> <p>(C) recognize and use parts of a book to locate information including table of contents,</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);</p> <p>(B) use alphabetical order to locate information (1-3);</p> <p>(C) recognize and use parts of a book to locate information including table of contents,</p>
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English Language Arts	Spanish Language Arts	English as a Second Language
chapter titles, guide words, and indices (1-3); (D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3); (E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3); (F) locate and use important areas of the library media center (2-3); (G) organize information in systematic ways, including notes, charts, and labels (3); (H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3); (I) use compiled information and knowledge to raise additional, unanswered questions (3); and (J) draw conclusions from information gathered (K-3).	chapter titles, guide words, and indices (1-3); (D) use multiple sources including print such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3); (E) interpret and use graphic sources of information including, maps, charts, graphs, and diagrams (2-3); (F) locate and use important areas of the library media center (2-3); (G) organize information in systematic ways including notes, charts, and labels (3); (H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3); (I) use compiled information and knowledge to raise additional, unanswered questions (3); and (J) draw conclusions from information gathered (K-3).	chapter titles, guide words, and indices (1-3); (D) use multiple sources including print such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3); (E) interpret and use graphic sources of information including, maps, charts, graphs, and diagrams (2-3); (F) locate and use important areas of the library media center (2-3); (G) organize information in systematic ways including notes, charts, and labels (3); (H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3); (I) use compiled information and knowledge to raise additional, unanswered questions (3); and (J) draw conclusions from information gathered (K-3).

(3.13) **Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

The student is expected to: (A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and (B) compare experiences of characters across cultures	The student is expected to: (A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and (B) compare experiences of characters across cultures	The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to: (A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and (B) compare experiences of characters across cultures
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English Language Arts	Spanish Language Arts	English as a Second Language
(K-3).	(K-3).	(K-3).

(3.14) **Writing/purposes.** The student writes for a variety of audiences and purposes and in various forms.

<p>The student is expected to:</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(C) write to communicate with a variety of audiences (1-3); and</p> <p>(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).</p>	<p>The student is expected to:</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(C) write to communicate with a variety of audiences (1-3); and</p> <p>(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) write to record ideas and reflections (K-3);</p> <p>(B) write to discover, develop, and refine ideas (1-3);</p> <p>(C) write to communicate with a variety of audiences (1-3); and</p> <p>(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).</p>
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(3.15) **Writing/penmanship/capitalization/punctuation.** The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.

<p>The student is expected to:</p> <p>(A) gain more proficient control of all aspects of penmanship (3); and</p> <p>(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i>, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).</p>	<p>The student is expected to:</p> <p>(A) gain more proficient control of all aspects of penmanship (3); and</p> <p>(B)(ii) use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations (3/SLA).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) gain more proficient control of all aspects of penmanship (3); and</p> <p>(B)(i) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i>, quotation marks, proper nouns, and abbreviations with increasing accuracy (3/ESL).</p>
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(3.16) **Writing/spelling.** The student spells proficiently.

		The following expectations
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English Language Arts	Spanish Language Arts	English as a Second Language
<p>The student is expected to:</p> <p>(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);</p> <p>(B) spell multisyllabic words using regularly spelled phonogram patterns (3);</p> <p>(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>-ing</i>, <i>-ed</i>, or <i>-able</i> are added (3);</p> <p>(D) write with more proficient use of orthographic patterns and rules such as <i>oil/toy</i>, <i>match/speech</i>, <i>badge/cage</i>, consonant doubling, dropping <i>e</i>, and changing <i>y</i> to <i>i</i> (3);</p> <p>(E) write with more proficient spelling of contractions, compounds, and homonyms such as <i>hair-hare</i> and <i>bear-bare</i> (3);</p> <p>(F) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6);</p> <p>(G) spell words ending in <i>-tion</i></p>	<p>The student is expected to:</p> <p>(A)(ii) write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using <i>q/c/k</i>, <i>b/v</i>, <i>r/rr</i>, <i>y/ll</i>, <i>c/h/g</i> or <i>ch</i>, <i>g/j</i>, <i>j/x</i>, <i>i/y</i>, and <i>s/c/z</i> (2-3/SLA);</p> <p>(B) spell multisyllabic words using regularly spelled phonogram patterns (3);</p> <p>(C)(ii) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in <i>z</i> such as <i>lápiz-lápices</i> (3/SLA);</p> <p>(D)(ii) write with more proficient use of orthographic patterns and rules such as <i>qu</i> together, using <i>n</i> before <i>v</i>, <i>m</i> before <i>b</i>, and <i>m</i> before <i>p</i> changing <i>z</i> to <i>c</i> when adding <i>-es</i> (2-3/SLA);</p> <p>(E)(ii) write with more proficient spelling of contractions, compounds, and homonyms such as <i>casar-cazar</i> and <i>cocer-coser</i> (3/SLA);</p>	<p>apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A)(i) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant CVC (hop), consonant-vowel-consonant-silent e CVCe (hope), and one-syllable words with blends (drop) (1-3/ESL);</p> <p>(B) spell multisyllabic words using regularly spelled phonogram patterns (3);</p> <p>(C)(i) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final <i>e</i> when such endings as <i>-ing</i>, <i>-ed</i>, or <i>-able</i> are added (3/ESL);</p> <p>(D)(i) write with more proficient use of orthographic patterns and rules such as <i>oil/toy</i>, <i>match/speech</i>, <i>badge/cage</i>, consonant doubling, dropping <i>e</i>, and changing <i>y</i> to <i>i</i> (3/ESL);</p> <p>(E)(i) write with more proficient spelling of contractions, compounds, and homonyms such as <i>hair-hare</i> and <i>bear-bare</i> (3/ESL);</p> <p>(F) write with accurate spelling of syllable constructions such as closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6/ESL);</p> <p>(G) spell words ending in <i>-tion</i></p>

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and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3); and (H) use resources to find correct spellings, synonyms, or replacement words (1-3).	(H) use resources to find correct spellings, synonyms, or replacement words (1-3).	and <i>-sion</i> such as <i>station</i> and <i>procession</i> (3/ESL); and (H) use resources to find correct spellings, synonyms, or replacement words (1-3).

(3.17) **Writing/grammar/usage.** The student composes meaningful texts applying knowledge of grammar and usage.

The student is expected to: (A) use correct irregular plurals such as <i>sheep</i> (3); (B) use singular and plural forms of regular nouns and adjust verbs for agreement (3); (C) compose elaborated sentences in written texts and use the appropriate end punctuation (3); (D) compose sentences with interesting, elaborated subjects (2-3); and (E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3).	The student is expected to: (A) use correct irregular plurals such as <i>sheep</i> (3); (B) use singular and plural forms of regular nouns and adjust verbs for agreement (3); (C) compose elaborated sentences in written texts and use the appropriate end punctuation (3); (D) compose sentences with interesting, elaborated subjects (2-3); (E)(ii) edit writing toward standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles (2-3/SLA); and (F) use verb tenses such as present, preterite, and future appropriately and consistently (2-6/SLA).	The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to: (A) use correct irregular plurals such as <i>sheep</i> (3); (B) use singular and plural forms of regular nouns and adjust verbs for agreement (3); (C) compose elaborated sentences in written texts and use the appropriate end punctuation (3); (D) compose sentences with interesting, elaborated subjects (2-3); (E)(i) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including <i>to be</i> , in final drafts (2-3/ESL).
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(3.18) **Writing/writing processes.** The student selects and uses writing processes for self-initiated and assigned writing.

		The following expectations apply to the second language learner at his/her level of
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English Language Arts	Spanish Language Arts	English as a Second Language
<p>The student is expected to:</p> <p>(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);</p> <p>(B) develop drafts (1-3);</p> <p>(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> <p>(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and</p> <p>(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).</p>	<p>The student is expected to:</p> <p>(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);</p> <p>(B) develop drafts (1-3);</p> <p>(C) revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> <p>(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and</p> <p>(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).</p>	<p>proficiency in English.</p> <p>The student is expected to:</p> <p>(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);</p> <p>(B) develop drafts (1-3);</p> <p>(C) revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3);</p> <p>(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);</p> <p>(E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and</p> <p>(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).</p>

(3.19) **Writing/evaluation.** The student evaluates his/her own writing and the writing of others.

<p>The student is expected to:</p> <p>(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);</p> <p>(B) respond constructively to others' writing (1-3);</p> <p>(C) determine how his/her own</p>	<p>The student is expected to:</p> <p>(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);</p> <p>(B) respond constructively to others' writing (1-3);</p> <p>(C) determine how his/her own</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);</p> <p>(B) respond constructively to others' writing (1-3);</p> <p>(C) determine how his/her own</p>
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English Language Arts	Spanish Language Arts	English as a Second Language
writing achieves its purposes (1-3); (D) use published pieces as models for writing (2-3); and (E) review a collection of his/her own written work to monitor growth as a writer (2-3).	writing achieves its purposes (1-3); (D) use published pieces as models for writing (2-3); and (E) review a collection of his/her own written work to monitor growth as a writer (2-3).	writing achieves its purposes (1-3); (D) use published pieces as models for writing (2-3); and (E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(3.20) **Writing/inquiry/research.** The student uses writing as a tool for learning and research.

<p>The student is expected to:</p> <p>(A) write or dictate questions for investigating (2-3);</p> <p>(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);</p> <p>(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and</p> <p>(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).</p> <p><i>Source: The provisions of this §110.5 adopted to be effective September 1, 1998, 22 TexReg 7549.</i></p>	<p>The student is expected to:</p> <p>(A) write or dictate questions for investigating (2-3);</p> <p>(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);</p> <p>(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and</p> <p>(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).</p>	<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) write or dictate questions for investigating (2-3);</p> <p>(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);</p> <p>(C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and</p> <p>(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).</p> <hr/> <p>(3.21) Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness</p>
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English Language Arts	Spanish Language Arts	English as a Second Language
		<p>of his/her own learning processes in language arts and all content areas.</p> <hr/> <p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions (K-3/ESL);</p> <p>(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL);</p> <p>(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL);</p> <p>(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL);</p> <p>(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL);</p> <p>(F) make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and</p> <p>(G) use accessible language and learn new and essential language in the process (K-</p>

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		8/ESL).
		<p>(3.22) Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas.</p>
		<p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL);</p> <p>(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);</p> <p>(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL);</p> <p>(D) listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL); and</p> <p>(E) analyze and evaluate spoken discourse for</p>

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		<p>appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).</p> <hr/> <p>(3.23) Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas.</p> <p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL);</p> <p>(B) share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL);</p> <p>(C) ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL);</p> <p>(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts</p>

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		<p>(K-3/ESL);</p> <p>(E) express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL);</p> <p>(F) describe the immediate surroundings such as classroom, school, or home (K-8/ESL);</p> <p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL);</p> <p>(H) produce phonological elements of simple vocabulary and phrases (K-3/ESL); and</p> <p>(I) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).</p> <hr/> <p>(3.24) Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas.</p> <hr/> <p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) learn sound/symbol relationships as they apply to the phonological system of English (K-8/ESL);</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom</p>

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English Language Arts	Spanish Language Arts	English as a Second Language
		<p>(K-8/ESL);</p> <p>(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend (K-8/ESL);</p> <p>(D) participate in shared reading (K-8/ESL);</p> <p>(E) develop basic sight vocabulary (K-8/ESL);</p> <p>(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL);</p> <p>(G) read silently with increasing ease for longer periods (K-8/ESL);</p> <p>(H) use print from the environment to derive meaning (K-8/ESL); and</p> <p>(I) use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).</p> <hr/> <p>(3.25) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas.</p> <hr/> <p>The following expectations apply to the second language learner at his/her level of proficiency in English.</p> <p>The student is expected to:</p> <p>(A) use basic capitalization and punctuation correctly such as capitalizing names and</p>

GRADE 3 • KNOWLEDGE AND SKILLS		
English Language Arts	Spanish Language Arts	English as a Second Language
		<p>first letters in sentences and using periods, question marks, and exclamation points (3/ESL);</p> <p>(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL);</p> <p>(C) write with more proficient use of orthographic patterns and rules such as <i>qu</i> together consonant doubling, dropping final <i>e</i>, and changing <i>y</i> to <i>i</i> (2-8/ESL);</p> <p>(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL);</p> <p>(E) employ increasingly complex grammatical structures in writing, as follows:</p> <p>(i) demonstrate knowledge of verbs, tenses and auxiliaries, <i>wh-</i> words, and pronouns/antecedents (2-8/ESL);</p> <p>(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL);</p> <p>(iii) demonstrate knowledge of parts of speech (2-8/ESL); and</p> <p>(iv) demonstrate knowledge of negatives and contractions (2-8/ESL);</p> <p>(F) construct correct sentences, including a variety of sentence types and styles (2-</p>

GRADE 3 • KNOWLEDGE AND SKILLS

English Language Arts	Spanish Language Arts	English as a Second Language
		8/ESL); (G) combine multiple sentences into a unified sentence (2-8/ESL); and (H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).
<i>Source: The provisions of this §128.5 adopted to be effective September 1, 1998, 22 TexReg 7773.</i>		

§111.15. Mathematics, Grade 3.

- (a) Introduction.
- (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.
- (2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify shapes and solids; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.
- (3) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics.
- (b) Knowledge and skills.
 - (3.1) **Number, operation, and quantitative reasoning.** The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.
 - The student is expected to:
 - (A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;
 - (B) use place value to compare and order whole numbers through 9,999; and
 - (C) determine the value of a collection of coins and

bills.

- (3.2) **Number, operation, and quantitative reasoning.** The student uses fraction names and symbols to describe fractional parts of whole objects or sets of objects.
- The student is expected to:
- (A) construct concrete models of fractions;
 - (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;
 - (C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less; and
 - (D) construct concrete models of equivalent fractions for fractional parts of whole objects.
- (3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers.
- The student is expected to:
- (A) model addition and subtraction using pictures, words, and numbers; and
 - (B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
- (3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations.
- The student is expected to:
- (A) learn and apply multiplication facts through the tens using concrete models;
 - (B) solve and record multiplication problems (one-digit multiplier); and
 - (C) use models to solve division problems and use number sentences to record the solutions.
- (3.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results.
- The student is expected to:
- (A) round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred; and
 - (B) estimate sums and differences beyond basic facts.
- (3.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to solve problems.
- The student is expected to:
- (A) identify and extend whole-number and geometric patterns to make predictions and solve problems;
 - (B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and

- (3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships.
- (3.8) **Geometry and spatial reasoning.** The student uses formal geometric vocabulary.
- (3.9) **Geometry and spatial reasoning.** The student recognizes congruence and symmetry.
- (3.10) **Geometry and spatial reasoning.** The student recognizes that numbers can be represented by points on a line.
- (3.11) **Measurement.** The student selects and uses appropriate units and procedures to measure length and area.
- (3.12) **Measurement.** The student measures time and temperature.
- (3.13) **Measurement.** The student applies
- (C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
- The student is expected to:
- (A) generate a table of paired numbers based on a real-life situation such as insects and legs; and
- (B) identify patterns in a table of related number pairs based on a real-life situation and extend the table.
- The student is expected to:
- name, describe, and compare shapes and solids using formal geometric vocabulary.
- The student is expected to:
- (A) identify congruent shapes;
- (B) create shapes with lines of symmetry using concrete models and technology; and
- (C) identify lines of symmetry in shapes.
- The student is expected to:
- locate and name points on a line using whole numbers and fractions such as halves.
- The student is expected to:
- (A) estimate and measure lengths using standard units such as inch, foot, yard, centimeter, decimeter, and meter;
- (B) use linear measure to find the perimeter of a shape; and
- (C) use concrete models of square units to determine the area of shapes.
- The student is expected to:
- (A) tell and write time shown on traditional and digital clocks; and
- (B) use a thermometer to measure temperature.
- The student is expected to:

measurement concepts.

measure to solve problems involving length, area, temperature, and time.

(3.14) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

The student is expected to:

- (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
- (B) interpret information from pictographs and bar graphs; and
- (C) use data to describe events as more likely, less likely, or equally likely.

(3.15) **Underlying processes and mathematical tools.** The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

- (A) identify the mathematics in everyday situations;
- (B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
- (D) use tools such as real objects, manipulatives, and technology to solve problems.

(3.16) **Underlying processes and mathematical tools.** The student communicates about Grade 3 mathematics using informal language.

The student is expected to:

- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
- (B) relate informal language to mathematical language and symbols.

(3.17) **Underlying processes and mathematical tools.** The student uses logical reasoning to make sense of his or her world.

The student is expected to:

- (A) make generalizations from patterns or sets of examples and nonexamples; and
- (B) justify why an answer is reasonable and explain the solution process.

Source: The provisions of this §111.15 adopted to be effective September 1, 1998, 22 TexReg 7623.

§112.5. Science, Grade 3.

(a) Introduction.

- (1) In Grade 3, the study of science includes planning and implementing simple classroom and field investigations to develop the skills of collecting information using tools such as a microscope, making inferences, communicating conclusions, and making informed decisions. Students also use computers and information technology tools to support scientific investigations.
- (2) As students learn science skills, they identify the importance of components of the natural world including rocks, soils, water, and atmospheric gases. They observe the direction and position of objects as they are pushed and pulled, and movement of the Earth's surface as examples of change caused by a force. Students investigate magnetism and gravity. In addition, students explore organisms' needs, habitats, and competition with other organisms within their ecosystem.
- (3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.
- (4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.
- (5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(3.1) **Scientific processes.** The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

The student is expected to:

- (A) demonstrate safe practices during field and laboratory investigations; and
- (B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(3.2) **Scientific processes.** The student uses scientific inquiry methods during field and laboratory investigations.

The student is expected to:

- (A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;
- (B) collect information by observing and measuring;
- (C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;
- (D) communicate valid conclusions; and

- (E) construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.
- (3.3) **Scientific processes.** The student knows that information, critical thinking, and scientific problem solving are used in making decisions.
- The student is expected to:
- (A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;
 - (B) draw inferences based on information related to promotional materials for products and services;
 - (C) represent the natural world using models and identify their limitations;
 - (D) evaluate the impact of research on scientific thought, society, and the environment; and
 - (E) connect Grade 3 science concepts with the history of science and contributions of scientists.
- (3.4) **Scientific processes.** The student knows how to use a variety of tools and methods to conduct science inquiry.
- The student is expected to:
- (A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses; and
 - (B) demonstrate that repeated investigations may increase the reliability of results.
- (3.5) **Science concepts.** The student knows that systems exist in the world.
- The student is expected to:
- (A) observe and identify simple systems such as a sprouted seed and a wooden toy car; and
 - (B) observe a simple system and describe the role of various parts such as a yo-yo and string.
- (3.6) **Science concepts.** The student knows that forces cause change.
- The student is expected to:
- (A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied; and
 - (B) identify that the surface of the Earth can be changed by forces such as earthquakes and

glaciers.

(3.7) **Science concepts.** The student knows that matter has physical properties.

The student is expected to:

- (A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter; and
- (B) identify matter as liquids, solids, and gases.

(3.8) **Science concepts.** The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live.

The student is expected to:

- (A) observe and describe the habitats of organisms within an ecosystem;
- (B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space;
- (C) describe environmental changes in which some organisms would thrive, become ill, or perish; and
- (D) describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

(3.9) **Science concepts.** The student knows that species have different adaptations that help them survive and reproduce in their environment.

The student is expected to:

- (A) observe and identify characteristics among species that allow each to survive and reproduce; and
- (B) analyze how adaptive characteristics help individuals within a species to survive and reproduce.

(3.10) **Science concepts.** The student knows that many likenesses between offspring and parents are inherited from the parents.

The student is expected to:

- (A) identify some inherited traits of plants; and
- (B) identify some inherited traits of animals.

(3.11) **Science concepts.** The student knows that the natural world includes earth materials and objects in the sky.

The student is expected to:

- (A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources;

- (B) identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants;
- (C) identify the planets in our solar system and their position in relation to the Sun; and
- (D) describe the characteristics of the Sun.

Source: The provisions of this §112.5 adopted to be effective September 1, 1998, 22 TexReg 7647.

§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22 TexReg 4930. Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

§115.5. Health Education, Grade 3.

- (a) Introduction.
 - (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.
- (b) Knowledge and skills.
 - (3.1) **Health behaviors.** The student explains ways to enhance and maintain health throughout the life span.
 - The student is expected to:
 - (A) explain how personal-health habits affect self and others;
 - (B) describe ways to improve personal fitness;
 - (C) identify types of nutrients;
 - (D) describe food combinations in a balanced diet such as a food pyramid;
 - (E) explain the effects of too much stress and

practice ways to reduce stress such as exercising and listening to music; and

- (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

- (3.2) **Health behaviors.** The student recognizes and performs behaviors that reduce health risks throughout the life span.

The student is expected to:

- (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;
- (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;
- (C) identify reasons for avoiding violence, gangs, weapons and drugs;
- (D) identify examples of abuse and describe appropriate responses; and
- (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

- (3.3) **Health behaviors.** The student knows and engages in behaviors that prevent disease and speed recovery from illness.

The student is expected to:

- (A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;
- (B) explain the body's defense systems and how they fight disease; and
- (C) explain actions to take when illness occurs such as informing parents/adults.

- (3.4) **Health information.** The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span.

The student is expected to:

- (A) list and explain the stages of growth and development;
- (B) name and locate major components of the body systems; and
- (C) explain the interrelationships of the body systems.

- (3.5) **Health information.** The student knows how to access health information.

The student is expected to:

- (A) demonstrate the ability to locate resources from parents and family members, school, and the

community; and

- (B) demonstrate the ability to locate school and community health helpers.

- (3.6) **Influencing factors.** The student understands factors that influence individual and community health.

The student is expected to:

- (A) relate how protecting the environment promotes individual and community health;
- (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
- (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and
- (D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

- (3.7) **Influencing factors.** The student comprehends ways in which media and technology influence individual and community health.

The student is expected to:

- (A) describe how the media can influence knowledge and health behaviors; and
- (B) identify ways in which health care has improved as a result of technology.

- (3.8) **Personal/interpersonal skills.** The student understands how relationships can positively and negatively influence individual and community health.

The student is expected to:

- (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
- (B) describe ways in which peers and families can work together to build a healthy community.

- (3.9) **Personal/interpersonal skills.** The student uses social skills in building and maintaining healthy relationships.

The student is expected to:

- (A) demonstrate effective verbal and nonverbal communication;
- (B) demonstrate strategies for resolving conflicts;
- (C) explain how to be a good friend;
- (D) demonstrate effective listening skills;
- (E) identify ways to communicate with parents/trusted adults about health concerns; and
- (F) demonstrate refusal skills.

- (3.10) **Personal/interpersonal skills.** The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
- The student is expected to:
- (A) demonstrate respectful communication with family members, peers, teachers, and others;
 - (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
 - (C) express needs, wants, and emotions in healthy ways.
- (3.11) **Personal/interpersonal skills.** The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
- The student is expected to:
- (A) practice critical-thinking skills when making health decisions;
 - (B) gather data to help make informed health choices;
 - (C) explain the positive and negative consequences of making a health-related choice;
 - (D) explain the importance of seeking assistance in making decisions about health;
 - (E) practice assertive communication and refusal skills;
 - (F) describe goal-setting skills; and
 - (G) explain the importance of time passage with respect to a goal.

Source: The provisions of this §115.5 adopted to be effective September 1, 1998, 22 TexReg 7740.

§116.5. Physical Education, Grade 3.

- (a) Introduction.
- (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
 - (2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.
 - (3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.
- (b) Knowledge and skills.

- (3.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.
- The student is expected to:
- (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;
 - (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;
 - (C) demonstrate mature form in jogging, running, and leaping;
 - (D) demonstrate moving in and out of a balanced position with control;
 - (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;
 - (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;
 - (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
 - (H) clap echoes in a variety of one measure rhythmical patterns;
 - (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
 - (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.
- (3.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills.
- The student is expected to:
- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
 - (B) know that practice, attention and effort are required to improve skills.
- (3.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.
- The student is expected to:
- (A) describe and select physical activities that provide for enjoyment and challenge;
 - (B) participate in moderate to vigorous physical

activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

- (C) participate in appropriate exercises for developing flexibility;
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
- (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(3.4) **Physical activity and health.** The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

- (A) describe the long term effects of physical activity on the heart;
- (B) distinguish between aerobic and anaerobic activities;
- (C) identify foods that increase or reduce bodily functions; and
- (D) identify principles of good posture and its impact on physical activity.

(3.5) **Physical activity and health.** The student understands and applies safety practices associated with physical activities.

The student is expected to:

- (A) use equipment safely and properly;
- (B) select and use proper attire that promotes participation and prevents injury;
- (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
- (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(3.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics.

The student is expected to:

- (A) identify components of games that can be modified to make the games and participants more successful; and
- (B) explain the importance of basic rules in games and activities.

- (3.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.
- The student is expected to:
- (A) follow rules, procedures, and etiquette;
 - (B) persevere when not successful on the first try in learning movement skills; and
 - (C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.

§117.11. Art, Grade 3.

- (a) Introduction.
- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
- (2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.
- (b) Knowledge and skills.
- (3.1) **Perception.** The student develops and organizes ideas from the environment.
- The student is expected to:
- (A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and
 - (B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
- (3.2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill.
- The student is expected to:
- (A) create artworks based on personal observations and experiences;
 - (B) develop a variety of effective compositions, using design skills; and
 - (C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

- (3.3) **Historical/cultural heritage.** The student demonstrates an understanding of art history and culture as records of human achievement.
- The student is expected to:
- (A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;
 - (B) compare selected artworks from different cultures; and
 - (C) relate art to different kinds of jobs in everyday life.
- (3.4) **Response/evaluation.** The student makes informed judgments about personal artworks and the artworks of others.
- The student is expected to:
- (A) identify general intent and expressive qualities in personal artworks; and
 - (B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Source: The provisions of this §117.11 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.12. Music, Grade 3.

- (a) Introduction.
- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.
 - (2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.
- (b) Knowledge and skills.
- (3.1) **Perception.** The student describes and analyzes musical sound and demonstrates musical artistry.
- The student is expected to:
- (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;
 - (B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and
 - (C) identify music forms presented aurally such as AB, ABA, and rondo.

- (3.2) **Creative expression/performance.** The student performs a varied repertoire of music.
- The student is expected to:
- (A) sing or play a classroom instrument independently or in groups; and
 - (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.
- (3.3) **Creative expression/performance.** The student reads and writes music notation.
- The student is expected to:
- (A) read music notation, using a system (letters, numbers, syllables);
 - (B) write music notation, using a system (letters, numbers, syllables);
 - (C) read and write music that incorporates basic rhythmic patterns in simple meters; and
 - (D) identify music symbols and terms referring to dynamics and tempo.
- (3.4) **Creative expression/performance.** The student creates and arranges music within specified guidelines.
- The student is expected to:
- (A) create rhythmic phrases; and
 - (B) create melodic phrases.
- (3.5) **Historical/cultural heritage.** The student relates music to history, to society, and to culture.
- The student is expected to:
- (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
 - (B) perform songs and musical games from diverse cultures; and
 - (C) describe relationships between music and other subjects.
- (3.6) **Response/evaluation.** The student responds to and evaluates music and musical performance.
- The student is expected to:
- (A) define basic criteria for evaluating musical performances; and
 - (B) exhibit audience etiquette during live performances.

Source: The provisions of this §117.12 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.13. Theatre, Grade 3.

- (a) Introduction.

(1) Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(3.1) **Perception.** The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

The student is expected to:

- (A) react to sensory and emotional experiences;
- (B) create playing space, using expressive and rhythmic movement;
- (C) respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and
- (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(3.2) **Creative expression/performance.** The student interprets characters, using the voice and body expressively, and creates dramatizations.

The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
- (C) dramatize literary selections, using shadow play and puppetry; and
- (D) dramatize literary selections, using pantomime and imitative dialogue.

(3.3) **Creative expression/performance.** The student applies design, directing, and theatre production concepts and skills.

The student is expected to:

- (A) identify technical theatre elements;
- (B) begin to use simple technical theatre elements;
- (C) plan dramatic play; and
- (D) cooperate and interact with others in dramatic play.

(3.4) **Historical/cultural heritage.** The student relates theatre to history, society, and

The student is expected to:

- (A) illustrate similarities and differences in life and

culture.

theatre through dramatic play; and

- (B) reflect historical and diverse cultural influences in dramatic activities.

- (3.5) **Response/evaluation.** The student responds to and evaluates theatre and theatrical performances.

The student is expected to:

- (A) evaluate and apply appropriate audience behavior consistently;
- (B) evaluate simple dramatic activities and performances;
- (C) incorporate music, movement, and visual components in dramatic play; and
- (D) observe the performance of amateur and professional artists and begin to compare vocations in theatre.

Source: The provisions of this §117.13 adopted to be effective September 1, 1998, 22 TexReg 4943.

§126.3. Technology Applications, Grades 3-5.

- (a) Introduction.

- (1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.
- (2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

- (b) Knowledge and skills.

- (1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.

The student is expected to:

- (A) use technology terminology appropriate to the task;
- (B) save and delete files, uses menu options and commands, and work with more than one software application;
- (C) identify and describe the characteristics of digital input, processing, and output;
- (D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross

- platform connectivity; and
- (E) access remote equipment on a network such as a printer or other peripherals.
- (2) **Foundations.** The student uses data input skills appropriate to the task.
- The student is expected to:
- (A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;
- (B) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns;
- (C) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;
- (D) produce documents at the keyboard, proofread, and correct errors;
- (E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate; and
- (F) demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.
- (3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society.
- The student is expected to:
- (A) follow acceptable use policies when using computers; and
- (B) model respect of intellectual property by not illegally copying software or another individual's electronic work.
- (4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.
- The student is expected to:
- (A) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies; and
- (B) select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.
- (5) **Information acquisition.** The student acquires electronic information in a variety
- The student is expected to:

- of formats, with appropriate supervision.
- (A) acquire information including text, audio, video, and graphics; and
- (B) use on-line help and documentation.
- (6) **Information acquisition.** The student evaluates the acquired electronic information.
- The student is expected to:
- (A) apply critical analysis to resolve information conflicts and validate information;
- (B) determine the success of strategies used to acquire electronic information; and
- (C) determine the usefulness and appropriateness of digital information.
- (7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems.
- The student is expected to:
- (A) use software programs with audio, video, and graphics to enhance learning experiences;
- (B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia; and
- (C) use a variety of data types including text, graphics, digital audio, and video.
- (8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.
- The student is expected to:
- (A) use communication tools to participate in group projects;
- (B) use interactive technology environments, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information; and
- (C) participate with electronic communities as a learner, initiator, contributor, or mentor.
- (9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product.
- The student is expected to:
- (A) use software features, such as on-line help, to evaluate work progress; and
- (B) use software features, such as slide show previews, to evaluate final product.
- (10) **Communication.** The student formats digital information for appropriate and
- The student is expected to:
- (A) use font attributes, color, white space, and graphics to ensure that products are appropriate

effective communication.

for the defined audience;

- (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials; and
- (C) use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.

(11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision.

The student is expected to:

- (A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video; and
- (B) use presentation software to communicate with specific audiences.

(12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product.

The student is expected to:

- (A) select representative products to be collected and stored in an electronic evaluation tool;
- (B) evaluate the product for relevance to the assignment or task; and
- (C) create technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.

Source: The provisions of this §126.3 adopted to be effective September 1, 1998, 22 TexReg 5203. Chapter 126. Texas Essential Knowledge and Skills for Technology Applications