

Grade 3 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
	<p>(2)(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p>	
<p>(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p>	<p>(2)(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p>	<p>The 2017 standards focus on the importance of encouraging EL students to use their native language to enhance their learning and on providing scaffolded instruction to support the needs of ELs.</p>
	<p>(2)(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p>	
	<p>(3) 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, skills, and student expectations at Grade 3 as described in subsection (b) of this section.</p>	

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	<p>(4) 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>(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p>		<p>This includes specific information to guide the instruction of ELs in their acquisition of reading skills, their vocabulary development, and the improvement of their English-language proficiency.</p>
<p>(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).</p>		<p>The 2017 TEKS emphasize the role of oral language proficiency as it relates to student success at school.</p>
<p>(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
<p>(b) Knowledge and skills.</p>	<p>(b) Knowledge and skills.</p>	
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</p>	<p>(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and</p>	

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<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(B) develop and follow a research plan with adult assistance;</p>	<p>(25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.</p> <p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <ul style="list-style-type: none"> (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; 	<p>Note that SE 13.B requires adult assistance.</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) identify and gather relevant information from a variety of sources;</p>	<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to collect information from multiple sources of information, both oral and written, including:</p> <ul style="list-style-type: none"> (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; 	
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(D) identify primary and secondary sources;</p>		
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(E) demonstrate understanding of information gathered;</p>	<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(C) take simple notes and sort evidence into provided categories or an organizer;</p>	

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<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p>	<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(G) create a works cited page; and</p>	<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(D) identify the author, title, publisher, and publication year of sources; and</p> <p>(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(H) use an appropriate mode of delivery, whether written, oral, or multimodal to present results.</p>	<p>(28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.</p>	Multimodal presentations include more than one mode of delivery.
2009 standards with no identified 2017 alignment		
	<p>(1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</p> <p>(E) monitor accuracy in decoding.</p>	
	<p>(4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and</p>	
	<p>(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.</p>	Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 9.A.

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	(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (C) identify explicit cause and effect relationships among ideas in texts; and	
	(14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.	Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 9.E.i-9.E.iii.
	(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (A) follow and explain a set of written multi-step directions; and	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.
	(15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (B) locate and use specific information in graphic features of text.	Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 9.D.i-9.D.iii.
	(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (A) understand how communication changes when moving from one genre of media to another;	
	(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	
	(21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.	Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 12.C.

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	<p>(22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p style="padding-left: 20px;">(viii) time-order transition words and transitions that indicate a conclusion;</p>	
	<p>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(B) use capitalization for:</p> <p style="padding-left: 20px;">(ii) historical periods; and</p>	
	<p>(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(D) use correct mechanics including paragraph indentations.</p>	
	<p>(24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p> <p>(G) use print and electronic resources to find and check correct spellings.</p>	
	<p>(26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);</p>	
	<p>(27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).</p>	
	<p>(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.</p>	

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	<p>Figure 19: Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self- directed, critical readers. The student is expected to:</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p>	