

Draft English Language Arts and Reading, Grade 3

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills: comprehension; response; collaboration; multiple genres; author’s purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) 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.
- (4) 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 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 English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and

technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).

(6) 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.

(b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) recognize the essential role of phonics knowledge, word analysis skills, and high-frequency words including the following:

(i) use syllabication patterns to decode and encode words including closed syllable (CVC), open syllable (CV), final stable syllable, r-controlled vowels, and vowel digraphs and diphthongs;

(ii) decode and encode multisyllabic words using syllabic patterns including doubling final consonants when adding an ending, dropping the final "e" when adding endings such as -ing, -ed, or -able, changing the final "-y" to "-i" when adding endings including -ies;

(iii) decode and encode double consonants in the middle of words;

(iv) decode and encode complex consonants, such as scr-, -dge, -tch;

(v) decode and encode words using abstract vowels; and

(vi) identify, read, and spell high frequency words, compound words, and contractions.

(B) develop new vocabulary and demonstrate understanding by

(i) identifying the meaning and usage of prefixes and suffixes, including dis-, in-, pre-, re-, un-, -able, -ful, -less, -ly, -ness;

(ii) identifying, reading, and spelling antonyms, synonyms, homographs, and homophones;

(iii) using context to determine the relevant meaning of unfamiliar words;

(iv) distinguishing among multiple meaning words and homographs;

(v) alphabetizing a series of words to the third letter; and

(vi) using print and digital reference materials to determine meanings, syllabication, pronunciation, and encoding to validate understanding of unknown words;

(C) demonstrate foundational language skills by self-selecting text and reading independently;

(D) demonstrate fluency and monitor for accuracy and prosody including rate, pausing, phrasing, stress, intonation, and integration in decoding grade-level text to strengthen comprehension; and

(E) write legibly in print and cursive.

- (2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. Students are expected to:
- (A) use text features, elements, and structures to make and confirm predictions;
 - (B) generate questions about text to deepen understanding and gain information;
 - (C) visualize sensory images to interpret and analyze texts;
 - (D) search for and use connections to personal experiences, ideas in other texts, and the larger community;
 - (E) make inferences about text and use textual evidence to support understanding;
 - (F) sort through information read to distinguish what is most important in understanding an author's message;
 - (G) combine information from the text and schema to create new understanding;
 - (H) summarize, paraphrase, or retell texts in ways that maintain meaning and logical order within and across texts; and
 - (I) establish purpose for reading assigned and self-selected texts and monitor comprehension making corrections and adjustments when that understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) discuss or record predictions;
 - (B) share questions generated before, during and after reading a text;
 - (C) describe mental images that support interpretations of texts;
 - (D) share personal connections that directly support comprehension of texts;
 - (E) explain inferences drawn, supporting these with evidence from the text;
 - (F) locate and explain why specific information is important to the author's message;
 - (G) describe insights gained from combining text information with personal schema; and
 - (H) create short summaries that maintain meaning and logical order within texts; and
 - (I) explain how texts evoke personal responses.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Text. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - (B) work productively with others in teams;

- (C) 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; and
- (D) listen attentively to speakers, ask relevant questions, and make pertinent comments.
- (5) Multiple Genres: Listening, Speaking, Reading, and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) read and respond to the elements of fiction including plot, climax, character and relationships, point of view, setting, main events and details, and theme or lesson learned;
- (B) read, respond to, and compose realistic fiction paying attention to elements of fiction;
- (C) read and respond to folktales paying attention to the elements of fiction;
- (D) read and respond to traditional literature of folktales;
- (E) read, respond to, and compose narrative nonfiction including personal narratives and letters;
- (F) read, respond to, and compose poetry;
- (G) describe the characteristics of various forms of poetry and how they create imagery such as narrative poetry, lyrical poetry, humorous poetry, and free verse;
- (H) read and respond to biographical text such as biography;
- (I) read, respond to, and compose expository text with focus on the elements such as controlling idea, identifying details and facts, main idea, and text features including bold print, captions, key words, italics to locate information;
- (J) read, respond to, and compose procedural texts or work-related texts to communicate ideas and information to specific audiences for specific purposes including multi-step directions and specific information in graphic features of text; and
- (K) read and respond to traditional media and digital media to develop the capability of designing multimodal texts to inform, persuade, and entertain a specific audience.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:
- (A) use effective reading strategies to analyze the author's purpose and message of a text;
- (B) identify and analyze how an author's use of language contributes to text such as choice of dialogue in stories or descriptive language in text;
- (C) understand how author's figurative language creates imagery in the reader's mind and provide evidence from the text to support their understanding;

- (D) identify and analyze the use of literary devices including point of view in first or third person to achieve a specific purpose;
 - (E) analyze the use of text structures to achieve specific purposes including narrative structure with multiple chapters with a single plot and expository structures with description, comparison and contrast, problem and solution, cause and effect;
 - (F) analyze types of details, examples, and evidence used by authors such as facts, opinions, questions and answer or personal stories to achieve specific purposes;
 - (G) identify and analyze use of repetition in text;
 - (H) analyze author's use of print and graphic features to achieve specific purposes; and
 - (I) compose a variety of texts that use the elements of craft to advance the writer's purpose such personal narrative, realistic fiction, poetry, and expository essay.
- (7) Composition and Presentation: Listening, Speaking, Reading and Writing Using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Students are expected to:
- (A) prewrite and plan the organization of a draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, free writing, and mapping;
 - (B) draft text or media by categorizing ideas and organizing them into paragraphs to create a focused, structured, and coherent piece of writing;
 - (C) revise drafts by adding, deleting, combining, and rearranging ideas for coherence, progression, sentence variety to address audience, genre, and purpose;
 - (D) edit drafts for effective sentence structure and correctness of standard English conventions of grammar, spelling, capitalization and punctuation;
 - (E) publish drafts in response to feedback and evaluate its effectiveness using a rubric;
 - (F) demonstrate control of the conventions of Standard English when speaking and writing by using and understanding the function of the following parts of speech:
 - (i) use past, present, and future verb tenses properly;
 - (ii) form and use singular/plural and common/proper nouns;
 - (iii) use descriptive and limiting adjectives including articles and use adverbs that convey time and manner;
 - (v) use prepositions and prepositional phrases to convey relationships and add detail;
 - (vi) use possessive pronouns properly such as his, hers, theirs; and
 - (vii) use coordinating conjunctions to form compound predicates, compound subjects, and compound sentences; and
 - (G) form complete simple and compound sentences with correct subject-verb agreement;

- (I) use capitalization, including geographical names and places, historical periods, and official titles of people; and
 - (J) recognize and use punctuation marks including apostrophes in contractions and possessives; commas in a series and dates; and use correct mechanics including indentations.
- (8) Inquiry and Research: Listening, Speaking, Reading, and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. Students are expected to:
- (A) prepare for inquiry and research by exploring multiple resources and formulating open-ended questions using specific information and a variety of strategies including:
 - (i) exploring ways of organizing information; and
 - (ii) collaborating effectively in class and group discussions to share ideas;
 - (B) access resources to generate and follow a research plan;
 - (C) process information for inquiry and research by narrowing the topic and maintaining a specific focus, including:
 - (i) clarifying research questions and organizing collected information into categories, such as notes, graphic organizers, diagrams, graphs, or charts;
 - (ii) evaluating the validity and reliability of sources to include the difference between paraphrasing and plagiarism; and
 - (iii) creating a works-cited page from notes, including the author, title, publisher, and publication year for each source used;
 - (D) organize ideas for inquiry and research by synthesizing findings, and formulating conclusions to present findings/research using an appropriate mode of delivery such as written, oral, and/or media.