

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS*

GRADE 3

§110.5. ENGLISH LANGUAGE ARTS AND READING, GRADE 3

(b) KNOWLEDGE AND SKILLS

- (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:
- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and
 - (D) work collaboratively with others by following agreed-upon rules, norms, and protocols.
- (2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate and apply phonetic knowledge by:
 - (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*;
 - (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (iii) decoding compound words, contractions, and abbreviations;
 - (v) decoding words using knowledge of prefixes;
 - (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; and
 - (vii) identifying and reading high-frequency words from a research-based list.
- (3)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine meaning, syllabication, and pronunciation;
 - (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; and
 - (C) identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.
- (4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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- (6)** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 - (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - (D) create mental images to deepen understanding;
 - (E) make connections to personal experiences, ideas in other texts, and society;
 - (F) make inferences and use evidence to support understanding;
 - (G) evaluate details read to determine key ideas;
 - (H) synthesize information to create new understanding; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (7)** Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 - (B) write a response to a literary or informational text that demonstrates an understanding of a text;
 - (C) use text evidence to support an appropriate response;
 - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
 - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 - (F) respond using newly acquired vocabulary as appropriate; and
 - (G) discuss specific ideas in the text that are important to the meaning.
- (10)** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text; and
 - (C) explain the author's use of print and graphic features to achieve specific purposes.

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- (11)** Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- (12)** Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
 - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
 - (D) compose correspondence such as thank you notes or letters.
- (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:
- (A) generate questions on a topic for formal and informal inquiry;
 - (C) identify and gather relevant information from a variety of sources; and
 - (E) demonstrate understanding of information gathered. annotating when understanding breaks down.

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§111.5. MATHEMATICS, GRADE 3

(b) KNOWLEDGE AND SKILLS

- (1) Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, estimation, and number sense as appropriate, to solve problems;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas.
- (2) Number and operations.** The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.
- (3) Number and operations.** The student applies mathematical process standards to represent and explain fractional units.
- (4) Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency.
- (6) Geometry and measurement.** The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:
- (A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using geometric language.
- (7) Geometry and measurement.** The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.
- (8) Data analysis.** The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:
- (A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

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§112.14. SCIENCE, GRADE 3

(b) KNOWLEDGE AND SKILLS

- (1) Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices. The student is expected to:
- (B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.
- (2) Scientific investigation and reasoning.** The student uses scientific practices during laboratory and outdoor investigations.
- (3) Scientific investigation and reasoning.** The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
- (A) analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning and experimental and observational testing.
- (4) Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry.
- (5) Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
- (B) describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container;
 - (C) predict, observe, and record changes in the state of matter caused by heating or cooling such as ice becoming liquid water, condensation forming on the outside of a glass of ice water, or liquid water being heated to the point of becoming water vapor.
- (7) Earth and space.** The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:
- (A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains.
- (9) Organisms and environments.** The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:
- (A) observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;
 - (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

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