

ELAR TEKS Side-by-Sides

— FOR TEACHERS —
ELEMENTARY



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— FOR TEACHERS —

GRADE 3

The Knowledge and Skills Side by Side compares the similarities and differences between the 2008 and 2017 Texas Essential Knowledge and Skills statements for English Language Arts and Reading released by the Texas Education Agency. The information in this resource provides support for curriculum and instructional revisions.

New 2017	Current 2008
Strand 1 - Developing and Sustaining Foundational Language Skills	
3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.	<p>Listening and Speaking/Listening Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.</p> <p>Listening and Speaking/Speaking Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.</p> <p>Listening and Speaking/Teamwork Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p>
3.2 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.	Reading/Beginning Reading Skills/Phonics Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.
3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively.	Reading/Vocabulary Development Students understand new vocabulary and use it when reading and writing.
3.4 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.	Reading/Fluency Students read grade-level text with fluency and comprehension.
3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	Reading/Comprehension of Text/Independent Reading Students read independently for sustained periods of time and produce evidence of their reading.
Strand 2 - Comprehension Skills	
3.6 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.	<p>3.Fig.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.</p> <p>Reading/Beginning Reading/Strategies Students comprehend a variety of texts drawing on useful strategies as needed.</p>
Strand 3 - Response Skills	
3.7 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.	



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New 2017	Current 2008
Strand 4 - Multiple Genres	
3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.	Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
	Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	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.
	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.
	Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
	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.
	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.
	Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.



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New 2017	Current 2008
Strand 5 - Author's Purpose and Craft	
<p>3.10 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.</p>	<p>Reading/Comprehension of Literary Text/Sensory Language Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Theme and Genre Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>
	<p>Reading/Comprehension of Literary Text/Fiction Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>
	<p>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.</p>
	<p>Reading/Comprehension of Informational Text/Culture and History Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
	<p>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.</p>
	<p>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.</p>
	<p>Reading/Comprehension of Informational Text/Procedural Text Students understand how to glean and use information in procedural texts and documents.</p>
	<p>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.</p>



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New 2017	Current 2008
Strand 6 - Composition	
3.11 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.	Writing/Writing Process Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	Oral and Written Conventions/Conventions Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
	Oral and Written Conventions/Spelling Students spell correctly.
3.12 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.	Writing/Literary Texts Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	Writing Students write about their own experiences.
	Writing/Expository and Procedural Texts Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
	Writing/Persuasive Texts Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
Strand 7 - Inquiry and Research	
3.13 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.	Research/Research Plan Students ask open-ended research questions and develop a plan for answering them.
	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.
	Research/Synthesizing Information Students clarify research questions and evaluate and synthesize collected information.
	Research/Organizing and Presenting Ideas Students organize and present their ideas and information according to the purpose of the research and their audience.



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The Student Expectation Side by Side compares the 2008 and 2017 Texas Essential Knowledge and Skills student expectations released by the Texas Education Agency. The information identifies student expectations that did not change, student expectations that changed in cognitive and/or content expectation, and student expectations that moved from another grade.

3.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	3.29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments		
	3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action	3.29(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		
	3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively	3.30(A) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively		
	3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols	3.31(A) 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	Changed <ul style="list-style-type: none"> participate to work 	Added <ul style="list-style-type: none"> agreed upon rules agreed upon norms agreed upon protocols Removed <ul style="list-style-type: none"> questions with appropriate details provide suggestions
	3.1(E) develop social communication such as conversing politely in all situations			

3.2 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.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.2(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	3.1(C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought)		Added <ul style="list-style-type: none"> en



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3.2 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.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	3.1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns 3.1(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., mag-net, splen-did) (ii) open syllable (CV) (e.g., ve-to) (iii) final stable syllable (e.g., puz-zle, con-trac-tion) (iv) r-controlled vowels (e.g., fer-ment, car-pool) (v) vowel digraphs and diphthongs (e.g., ei-ther)		Added • VCe
	3.2(A) demonstrate and apply phonetic knowledge by: (iii) decoding compound words, contractions, and abbreviations	3.1(D) identify and read contractions (e.g., I'd, won't)		Added • compound words • abbreviations
	3.2(A) demonstrate and apply phonetic knowledge by: (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	3.1(B) use common syllabication patterns to decode words		Added • VCCV, VCV, and VCCCV with accent shifts
	3.2(A) demonstrate and apply phonetic knowledge by: (v) decoding words using knowledge of prefixes	3.1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including: (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly) (v) using knowledge of derivational affixes (e.g., -de, -ful, -able)		Note Suffixes are addressed in 3.2(A)(vi).



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3.2 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.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.2(A) demonstrate and apply phonetic knowledge by: (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	3.1(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including: (i) dropping the final “e” and add endings such as – ing, -ed, or –able (e.g., use, using, used, usable) (ii) doubling final consonants when adding an ending (e.g., hop to hopping)		Note Suffixes are addressed in 3.2(A)(vi). Note Prefixes are addressed in 3.2(A)(v).
	3.2(A) demonstrate and apply phonetic knowledge by: (vii) identifying and reading high-frequency words from a research-based list			This student expectation moved to grade 3 from grade 2.
	3.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	3.24(A) SUPPORTING STANDARD use knowledge of letter sounds, word parts, segmentation, and syllabication to spell 3.24(D) SUPPORTING STANDARD spell words with common syllable constructions (e.g. closed, open, final stable syllable)		Added <ul style="list-style-type: none"> VCe syllables digraphs diphthongs r controlled syllables



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3.2 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.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.2(B) demonstrate and apply spelling knowledge by: (ii) spelling homophones	3.24(A) SUPPORTING STANDARD use knowledge of letter sounds, word parts, segmentation, and syllabication to spell 3.24(E) SUPPORTING STANDARD spell single syllable homophones (e.g., bear/bare; week/weak; road/rode)		
	3.2(B) demonstrate and apply spelling knowledge by: (iii) spelling compound words, contractions, and abbreviations	3.24(A) SUPPORTING STANDARD use knowledge of letter sounds, word parts, segmentation, and syllabication to spell 3.24(C) SUPPORTING STANDARD spell high-frequency and compound words from a commonly used list 3.24(F) SUPPORTING STANDARD spell complex contractions (e.g., should've, won't)		Added <ul style="list-style-type: none"> • abbreviations Removed <ul style="list-style-type: none"> • high-frequency
	3.2(B) demonstrate and apply spelling knowledge by: (iv) spelling multisyllabic words with multiple sound-spelling patterns	3.24(B) SUPPORTING STANDARD spell words with more advanced orthographic patterns and rules		
	3.2(B) demonstrate and apply spelling knowledge by: (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV			
	3.2(B) demonstrate and apply spelling knowledge by: (vi) spelling words using knowledge of prefixes			



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3.2 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.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.2(B) demonstrate and apply spelling knowledge by: (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	3.24(B) SUPPORTING STANDARD spell words with more advanced orthographical patterns and rules (i) consonant doubling when adding an ending (ii) dropping final "e" when endings are added (e.g., -ing, -ed) (iii) changing "y" to "i" before adding and ending		Changed • from decoding to demonstrate and applying common spelling patterns
	3.2(C) alphabetize a series of words to the third letter	3.4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words		Removed • resource specificity Note Using resources will be addressed in 3.3(A).
	3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words	3.23(A) SUPPORTING STANDARD write legibly in cursive script with spacing between sentences		Removed • spacing between sentences Added • spacing between words • complete words • complete thoughts • complete answers

3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student will:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation	3.4(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words		Removed • resource specificity Added • print • digital Note Alphabetizing words is addressed in 3.2(C).



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3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary The student uses newly acquired vocabulary expressively. The student will:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	3.4(B) READINESS STANDARD use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs		Removed <ul style="list-style-type: none"> homographs Added <ul style="list-style-type: none"> within a sentence beyond a sentence
	3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	3.4(A) READINESS STANDARD identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots		Changed <ul style="list-style-type: none"> prefixes and suffixes to affixes Added <ul style="list-style-type: none"> into non not pre ness y
	3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	3.4(C) SUPPORTING STANDARD identify and use antonyms, synonyms, homographs, and homophones	Added <ul style="list-style-type: none"> explain the meaning 	Added <ul style="list-style-type: none"> idioms when reading grade-level text

3.4 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 will:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3.3(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension 3.1(E) monitor accuracy in decoding		Changed <ul style="list-style-type: none"> expression and phrasing to prosody Removed <ul style="list-style-type: none"> read aloud Impact Students use the skill of fluency in both silent and oral reading. Note Monitoring decoding is a process required for accuracy in reading.



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3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.5(A) self-select text and read independently for a sustained period of time	3.11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)		Added <ul style="list-style-type: none"> self-selected text Paraphrase is addressed in 3.7(D).

3.6 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.6(A) establish purpose for reading assigned and self-selected texts	3.Fig.19(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension 3.2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud)		Added <ul style="list-style-type: none"> assigned texts
	3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information	3.Fig.19(B) ask literal, interpretive, and evaluative questions of text 3.2(B) SUPPORTING STANDARD ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from the text		Removed <ul style="list-style-type: none"> literal, interpretive, evaluative, questions Added <ul style="list-style-type: none"> before, during, and after reading Impact Students use questioning and as a tool to support comprehension. Levels of questions are not the focus.



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3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.6(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures	3.2(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions 3.13(D) READINESS STANDARD use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text	Removed • use Added • correct	Changed • ideas to text features Removed • locate information • foreshadowing clues Added • characteristic of genre • structures
	3.6(D) create mental images to deepen understanding	3.Flg.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	Removed • monitor and adjust	Added • deepen understanding
	3.6(E) make connections to personal experiences, ideas in other texts, and society	3.Flg.19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence		Added • personal experiences • ideas in other texts • society Impact Students make connections as a tool to support comprehension. The focus will include three types of connections.
	3.6(F) make inferences and use evidence to support understanding	3.Flg.19(D) READINESS & SUPPORTING make inferences about text using textual evidence to support understanding		
	3.6(G) evaluate details read to determine key ideas	3.2(B) SUPPORTING STANDARD ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from the text	Removed • locate • support Added • evaluate • determine	Added • key ideas Impact The focus is determining the details that are most important in communicating the author's intended meaning.
	3.6(H) synthesize information to create new understanding	3.Flg.19(E) READINESS & SUPPORTING summarize information in text, maintaining meaning and logical order	Removed • summarize Added • synthesis	Impact Students use synthesis as a tool to deepen comprehension.



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3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing complex texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	3.Flg.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions) 3.2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading a portion aloud)		Removed <ul style="list-style-type: none"> • sensory images • identifying clues Added <ul style="list-style-type: none"> • annotating Impact Sensory images (mental images) is addressed in 3.6(D). Details (clues) is addressed in 3.2(G).

3.7 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.7(A) describe personal connections to a variety of sources, including self-selected texts		Impact Students will describe their reflective thinking both orally and through written responses.	Impact Written responses are not required to be an entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text	3.20(C) SUPPORTING STANDARD write responses to literary or expository texts that demonstrate an understanding of the text	Changed <ul style="list-style-type: none"> • draw conclusion to demonstrate an understanding 	Impact Written responses are not required to be the entire essay but may include note taking, annotating, freewriting, illustrations, etc.
	3.7(C) use text evidence to support an appropriate response	3.20(C) SUPPORTING STANDARD write responses to literary or expository texts that demonstrate an understanding of the text 3.13(B) READINESS STANDARD draw conclusions from the facts presented in text and support those assertions with textual evidence	Impact Students will communicate both orally and through written responses.	Impact Written responses are not required to be the entire essay but may include note taking, annotating, freewriting, illustrations, etc.



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3.7 Response skills: listening, speaking, reading, and 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	3.11(A) read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)	Removed • read independently Added • retell	Removed • sustained period of time Impact The focus of retell/paraphrase is to capture the overall meaning of the text.
	3.7(E) interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating			
	3.7(F) respond using newly acquired vocabulary as appropriate		Impact Student responses will include both oral and written formats.	Impact Student responses will include vocabulary from their reading, word study, and other academic vocabulary specific to the task and/or genre.
	3.7(G) discuss specific ideas in the text that are important to the meaning		Impact Student responses will include both oral and written formats.	

3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:


Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.8(A) infer the theme of a work, distinguishing theme from topic			This student expectation moved to grade 3 from grade 6.
	3.8(B) explain the relationships among the major and minor characters	3.8(B) READINESS STANDARD describe the interaction of characters including their relationships and the changes they undergo	Removed • describe the character interactions Added • explain the character's relationships	Removed • interactions • changes Added • relationships among characters • major and minor characters Note Relationship was previously addressed in grade 4.



3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	3.8(A) READINESS STANDARD sequence and summarize the plot's main events and explain their influence on future events 3.7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed	Changed • sequence and summarize to analyze Removed • explain	Removed • influences on future events • specificity to drama Added • conflict • resolution Impact Plot elements are described as sequence of events, conflict, and resolution. Analyze refers to explanation and interpretation.
	3.8(D) explain the influence of the setting on the plot	3.5(B) compare and contrast the settings in myths and traditional folktales	Removed • compare and contrast Added • analyze	Removed • myths • traditional folktales Added • setting influence • plot

3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths			
	3.9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems	3.6(A) SUPPORTING STANDARD describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)	Changed • describe to explain	Removed • specific forms of poetry • characteristics of poetry form Added • rhyme scheme • sound devices • structural elements (stanza) Impact This student expectation supports a wide range of poetic elements and greater flexibility in poetry choice.



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3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts	3.7(A) explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed	Changed <ul style="list-style-type: none"> explain to discuss 	Added <ul style="list-style-type: none"> setting acts Note Plot can be described as an element of literary drama.
	3.9(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence	3.13(A) READINESS STANDARD identify the details and facts that support the main idea	Changed <ul style="list-style-type: none"> identify to recognize 	Changed <ul style="list-style-type: none"> main idea to central idea details and facts to supporting evidence
	3.9(D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	3.13(D) READINESS STANDARD use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text 3.15(B) SUPPORTING STANDARD locate and use specific information in graphic features of text	Removed <ul style="list-style-type: none"> use locate Added <ul style="list-style-type: none"> recognize 	Added <ul style="list-style-type: none"> sections tables graphs timelines bullets numbers Note Captions are used with sections, tables, graphs, etc. Key words are bolded or italicized.
	3.9(D) recognize characteristics and structures of informational text, including: (iii) organizational patterns such as cause and effect and problem and solution	3.13(C) READINESS STANDARD identify explicit cause and effect relationships among ideas in texts	Changed <ul style="list-style-type: none"> identify to recognize 	Added <ul style="list-style-type: none"> problem/solution Impact This student expectation focuses on recognizing organizational patterns. Note Organizational pattern and its contribution to the author's idea/information is addressed in 3.10(B). Problem/solution organizational pattern moved to grade 3 from grade 5.
	3.9(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim	3.14(A) identify what the author is trying to persuade the reader to think or do	Changed <ul style="list-style-type: none"> identify to recognize 	Changed <ul style="list-style-type: none"> what the author is trying to persuade to claim



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3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.9(E) recognize characteristics and structures of argumentative text by: (ii) distinguishing facts from opinion			This student expectation moved to grade 3 from grade 4.
	3.9(E) recognize characteristics and structures of argumentative text by: (iii) identifying the intended audience or reader			
	3.9(F) recognize characteristics of multimodal and digital texts	3.16(A) understand how communication changes when moving from one genre of media to another 3.16(C) compare various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article)	Changed • explain to recognize Removed • compare	Added • characteristics Impact Recognized characteristics will be based on the universal and individual characteristics of the text and could include language and written conventions. Note Multimodal: how linguistics, visuals, sounds, etc., work individually and together to communicate meaning. Multimodal could include media.

3.10 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.10(A) explain the author's purpose and message within a text	3.12(A) identify the topic and locate the author's stated purposes in writing the text 3.5(A) SUPPORTING STANDARD paraphrase the themes and supporting details of fables, legends, myths, or stories	Removed • identify • locate • paraphrase Added • explain	Changed • theme to message Removed • topic • genre specificity Added • message Note Supporting details are used to explain a message or purpose.



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3.10 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.10(B) explain how the use of text structure contributes to the author's purpose	3.13(C) READINESS STANDARD describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison	Changed • describe to explain	Removed • organizational pattern specificity • relationships among ideas Added • contribution to author's purpose
	3.10(C) explain the author's use of print and graphic features to achieve specific purposes			Impact This student expectation aligns with 3.9(D)ii. It moves from recognizing graphic features to understanding their contribution.
	3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.10(A) SUPPORTING STANDARD identify language that creates a graphic visual experience and appeals to the senses	Removed • identify Added • describe	Added • literal and figurative language • simile • onomatopoeia • purpose Note Understanding literal and nonliteral meaning of words was previously addressed in grade 2. Similes was previously addressed in grade 4. Onomatopoeia was previously addressed in grade 5.
	3.10(E) identify the use of literary devices, including first- or third-person point of view	3.8(C) identify whether the narrator or speaker of a story is first or third person		
	3.10(F) discuss how the author's use of language contributes to voice			
	3.10(G) identify and explain the use of hyperbole			Note This student expectation moved to grade 3 from grade 6.



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3.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.11(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	3.17(A) SUPPORTING STANDARD plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)		Added • drawing Impact The focus is generating ideas/thoughts.
	3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion	3.17(B) READINESS STANDARD develop drafts by categorizing ideas and organizing them into paragraphs		Changed • paragraphs to purposeful structure Added • focused Impact The focus is developing drafts with coherency.
	3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (ii) developing an engaging idea with relevant details			
	3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	3.17(C) READINESS STANDARD revise drafts for coherence, organization, use of simple and compound sentences, and audience		Removed • organization • simple and compound sentences Note This student expectation defines revision as adding, deleting, combining, and rearranging and does not focus on a specific design/aspect of writing. Note Sentence structure is addressed in editing.



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3.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement	3.17(D) READINESS STANDARD edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric 3.22(B) READINESS STANDARD use the complete subject and the complete predicate in a sentence 3.22(C) SUPPORTING STANDARD use complete simple and compound sentences with correct subject-verb agreement		Changed <ul style="list-style-type: none"> grammar, mechanics and spelling to standard English conventions Removed <ul style="list-style-type: none"> teacher-developed rubric Note Compound sentence is addressed in 3.11D(viii).
	3.11(D) edit drafts using standard English conventions including: (ii) past, present, and future verb tense	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future)		
	3.11(D) edit drafts using standard English conventions including: (iii) singular, plural, common, and proper nouns	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (ii) nouns (singular/plural, common/proper)		
	3.11(D) edit drafts using standard English conventions including: (iv) adjectives, including their comparative and superlative forms	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)		Removed <ul style="list-style-type: none"> descriptive adjectives Added <ul style="list-style-type: none"> comparative superlative
	3.11(D) edit drafts using standard English conventions including: (v) adverbs that convey time and adverbs that convey manner	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully)		



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3.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.11(D) edit drafts using standard English conventions including: (vi) prepositions and prepositional phrases	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (v) prepositions and prepositional phrases		
	3.11(D) edit drafts using standard English conventions including: (vii) pronouns, including subjective, objective, and possessive cases	3.22(A) READINESS STANDARD understand and use the following parts of speech in the context of reading, writing, and speaking: (vi) possessive pronouns (e.g., his, hers, theirs)		Added <ul style="list-style-type: none"> subjective pronouns objective pronouns
	3.11(D) edit drafts using standard English conventions including: (viii) coordinating conjunctions to form compound subjects, predicates, and sentences	3.22(A) READINESS STANDARD use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (vii) coordinating conjunctions (e.g., and, or, but) 3.22(C) SUPPORTING STANDARD use complete simple and compound sentences with correct subject-verb agreement		Added <ul style="list-style-type: none"> compound predicates compound subjects Note <ul style="list-style-type: none"> Subject-verb agreement is addressed in 3.11(D)i.
	3.11(D) edit drafts using standard English conventions including: (ix) capitalization of official titles of people, holidays, and geographical names and places	3.23(B) READINESS STANDARD use capitalization for (i) geographical names and places (iii) official titles of people		Added <ul style="list-style-type: none"> holidays
	3.11(D) edit drafts using standard English conventions including: (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series	3.23(C) READINESS STANDARD recognize and use punctuation marks, including: (i) apostrophes in contractions and possessives (ii) commas in series and dates		Added <ul style="list-style-type: none"> commas in compound sentences



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3.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.11(D) edit drafts using standard English conventions including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	3.17(D) READINESS STANDARD edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric 3.24(A) SUPPORTING STANDARD use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell 3.24(B) SUPPORTING STANDARD spell words with more advanced orthographic patterns and rules: (i) consonant doubling when adding an ending (ii) dropping final "e" when endings are added (e.g., -ing, -ed) (iii) changing y to i before adding an ending (iv) double consonants in middle of words (v) complex consonants (e.g., scr-, -dge, -tch) (vi) abstract vowels (e.g., ou as in could, touch, though, bought) 3.24(C) SUPPORTING STANDARD spell high-frequency and compound words from a commonly used list 3.24(D) SUPPORTING STANDARD spell words with common syllable constructions (e.g., closed, open, final stable syllable) 3.24(E) SUPPORTING STANDARD spell single syllable homophones (e.g., bear/bare; week/weak; road/rode) 3.24(F) SUPPORTING STANDARD spell complex contractions (e.g., should've, won't)		Impact Spelling specificity is not provided.



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3.11 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.11(E) publish written work for appropriate audiences	3.17(E) SUPPORTING STANDARD publish a written work for a specific audience		

3.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft	3.18(A) SUPPORTING STANDARD write imaginative stories that build the plot to a climax and contain details about the characters and setting 3.18(B) SUPPORTING STANDARD write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse) 3.19(A) write about important personal experiences	Changed • write to compose	Changed • personal experiences to personal narratives Removed • the specific conventions of poetry • imaginative stories • specificity of imaginative stories Note Specific writing expectations are included in the writing process student expectation 3.11 and author's craft 3.10.
	3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	3.20(A) READINESS STANDARD create brief compositions that: (i) establish a central idea in a topic sentence (ii) include supporting sentences with simple facts, details, and explanations (iii) contain a concluding statement	Changed • create to compose	Changed • brief composition to informational text Removed • specificity for informational writing Note Specific writing expectations are included in the writing process student expectation 3.11 and author's craft 3.10.



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3.12 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	3.21(A) SUPPORTING STANDARD write persuasive essays for appropriate audiences that establish a position and use supporting details	Changed <ul style="list-style-type: none"> • write to compose 	Changed <ul style="list-style-type: none"> • persuasive to argumentative Removed <ul style="list-style-type: none"> • audience Added <ul style="list-style-type: none"> • opinion essays • craft • genre characteristic
	3.12(D) compose correspondence such as thank you notes or letters	3.20(B) SUPPORTING STANDARD write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)		

3.13 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.13(A) generate questions on a topic for formal and informal inquiry	3.25(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic		Removed <ul style="list-style-type: none"> • question generation specificity Added <ul style="list-style-type: none"> • formal inquiry • informal inquiry
	3.13(B) develop and follow a research plan with adult assistance	3.25(B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question	Changed <ul style="list-style-type: none"> • generate to develop Added <ul style="list-style-type: none"> • follow 	Removed <ul style="list-style-type: none"> • major research question Added <ul style="list-style-type: none"> • with adult assistance



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3.13 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:

Change	New Standard	Old Standard	Cognitive Change	Content Change
	3.13(C) identify and gather relevant information from a variety of sources	3.26(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews (ii) data from experts, reference texts, and online searches (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate 3.26(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics) 3.26(C) take simple notes and sort evidence into provided categories or an organizer	Removed • follow • use • sort Added • identify • gather	Removed • explicit list of possible sources • procedures to follow for the gathering of information
	3.13(D) identify primary and secondary sources			This student expectation moved to grade 3 from grade 5.
	3.13(E) demonstrate understanding of information gathered	3.28(A) 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	Removed • draw conclusions • create Added • demonstrate understanding	Removed • written explanation • works-cited
	3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials	3.26 (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources	Removed • differentiate Added • recognize	
	3.13(G) create a works cited page	3.26(D) identify the author, title, publisher, and publication year of sources 3.28(A) 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	Removed • draw conclusions • identify Added • create	Added • works cited page Removed • cite page specificity
	3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			



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The Removed Student Expectation Side by Side provides a list of student expectations that were removed from the 2008 Texas Essential Knowledge and Skills by the Texas Education Agency through deletion or replacement.

Reading/Vocabulary Development

Students understand new vocabulary and use it when reading and writing.



3.4(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles)

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.



3.9(A) explain the difference in point of view between a biography and autobiography

Reading/Comprehension of Informational Text/Procedural Text

Students understand how to glean and use information in procedural texts and documents.



3.15(A) follow and explain a set of written multi-step directions

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.



3.16(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound)

Oral and Written Conventions/Conventions

Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.



3.22(A) SUPPORTING STANDARD

use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(viii) time-order transition words and transitions that indicate a conclusion



3.23(B) SUPPORTING STANDARD

use capitalization for:
(ii) historical period

Research/Synthesizing Information

Students clarify research questions and evaluate and synthesize collected information.



3.27(A) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic)



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