



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

2003-2004 & 2004-2005 ENGLISH AND SPANISH LANGUAGE ARTS

SCOPE & SEQUENCE: GRADE 3

*Reviewed by 2002-2003 Grades 3-4 Curriculum Design Committee

I= Introduce I² =Introduce/Depth Difference
E= Extend M=Master R= Reinforce * =All

TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>LISTENING & SPEAKING</u>	PK	K	1	2	3	4	5	6	7	8	
					3.1 Listening/ speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:											
✓	✓	✓	✓		(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate; (K-3)	I	I ²	E	M	R						
		✓	✓		(B) respond appropriately and courteously to directions and questions; (K-3)	I	I ²	E	M	R						
✓					(C) participate in rhymes, songs, conversations, and discussions; (K-3)		I	E	M	R						
✓	✓	✓	✓		(D) listen critically to interpret and evaluate; (K-3)		I	E	M	R						
					(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; and (K-3)	I	I ²	E	M	R						
					(Eii) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works in Spanish; and (K-3/SLA)	I	I ²	E	M	R						
✓	✓				(Ei) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works; (K-3/ESL)		I	E	M	R						
✓					(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3)				I	*						
✓					(G) distinguish and produce sounds and intonation patterns of English (K-8/ESL)	I	I ²	E	E	M	M	M	R	R	R	
✓					(H) infer meaning by making associations of utterances with actions, visuals, and the context of the situation. (K-3/ESL)	I	I ²	E	M	R						
					3.2 Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:											
✓	✓		✓		(A) connect experiences and ideas with those of others through speaking and listening; and (K-3)	I	I ²	E	M	R						
✓	✓		✓		(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures. (K-3)	I	I ²	E	M	R						
					3.3 Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:											
					(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate; (K-3)	I	I ²	E	M	R						
					(Aii) choose and adapt spoken language appropriate to the audience, purpose and occasion, including using appropriate volume and rate; (K-3/SLA)	I	I ²	E	M	R						

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✓	✓				(Ai) choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate; (K-3/ESL)	I	I ²	E	M	R					
					(B)use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions ; (K-3)		I	E	M	R					
					(Bii) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions, including using Spanish conventions such as formal and informal pronouns (tú/usted) ; (K-3/SLA)		I	E	M	R					
					(Bi) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions; (K-3/ESL)		I	E	M	R					
	✓	✓	✓		(C) ask and answer relevant questions and make contributions in small or large group discussions; (K-3)		I	E	M	R					
✓		✓	✓		(D) present dramatic interpretations of experiences, stories, poems , or plays; and (K-3)		I	E	M	R					
✓					(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense: and (K-3)		I	E	M	R					
✓					(F) employ English content area vocabulary in context. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
					3.4 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:										
	✓	✓	✓		(A) use vocabulary to describe clearly ideas, feelings, and experiences; (K-3)		I	E	M	R					
	✓	+	✓		(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts; and (K-3)		I	E	M	R					
	✓	✓	✓		(C) retell a spoken message by summarizing or clarifying. (K-3)		I	E	M	R					
					3.5 Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:										
✓					(A) decode by using all letter-sound correspondences within a word; (1-3)			I	M	R					
					(B) blend initial letter-sounds with common vowel spelling patterns to read words; (1-3)			I	M	R					
					(Bii) decode words using knowledge of all Spanish sounds, letters, and syllables, including consonants, vowels, blends and stress; (1-3/SLA)			I	M	R					

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1	2	3	4												
					(Bi) blend initial letter-sounds with common vowel spelling patterns to read words;			I	M	R					
					(C) identify multisyllabic words by using common syllable patterns; (1-3)			I	M	R					
+					(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words; (3)			I	M	R					
+					(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning; (1-3)			I	M	R					
					(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread. (1-3)			I	M	R					
					(Fii) develop automatic recognition of words that use specific spelling patterns such as q/c/k, b/v, ss/c/z/, y/l/, g/j, x/j, i/y, r/r, h, ch, gue, and gui. (1-3/SLA)			I	M	R					
					(Fi) read both regular and irregular words automatically such as through multiple opportunities to read and reread. (1-3/ESL)			I	M	R					
					3.6 Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:										
					(A) read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader); (3)					*					
					(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3)					*					
					(C) read orally from familiar text with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation); (3)					*					
					(D) self-selected independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty; (3)					*					
					(E) read silently for increasing periods of time. (2-3)				I	*					
					3.7 Reading/variety of texts. The student reads widely for different purposes in varied sources.										
✓					(A) read classic and contemporary works; (2-8)				I	I ²	E	E	M	R	R
+					(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources; and (2-3)				I	*					
✓					(C) read to accomplish various purposes, both assigned and self-selected. (2-3)				I	*					

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					3.8 Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:											
					(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud; (K-3)	I	I ²	M	R	*						
					(B) develop vocabulary through reading; (2-3)				I	*						
+					(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words; and (2-3)				I	*						
					<i>(Cii) use resources and references such as beginners' dictionaries, glossaries, available technology; and (2-3/SLA)</i>				I	*						
+					<i>(C i) use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words; and (2-3/ESL)</i>				I	*						
+					(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words). (3)					*						
					3.9 Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:											
					(A) use prior knowledge to anticipate meaning and make sense of texts; (K-3)		I	M	R							
					(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained; (K-2)		I	M	R							
+		+			(C) retell or act out the order of important events in stories; (K-3)	I	I ²	M	R							
					(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help; (1-3)			I	M	R						
					<i>(Dii) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help; (1-3/SLA)</i>			I	M	R						
					<i>(Di) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help; (1-3/ESL)</i>			I	M	R						
					(E) draw and discuss visual images based on text descriptions; (1-3)			I	M	R						
			+		(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions; (1-3)			I	M	R						

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1	2	3	4													
					(G) identify similarities and differences across texts such as in topics, characters, and themes; (3)					*						
+					(H) produce summaries of text selections; (2-3)				I	*						
		+			(I) represent text information in different ways, including story maps, graphs, and charts; (2-3)				I	*						
			+		(J) distinguish fact from opinion in various texts, including news stories and advertisements; and (3)					*						
					(K) practice different kinds of questions and tasks, including test-like comprehension questions. (3)					*						
					3.10 Reading/literary response. The student responds to various texts. The student is expected to:											
					(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama; (2-3)				I	*						
					(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology; (2-3)				I	*						
			+		(C) support interpretations or conclusions with examples drawn from text; and (2-3)				I	*						
					(D) connect ideas and themes across texts. (1-3)				I	M	R					
					3.11 Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:											
			+		(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve; (K-3)		I	E	M	R						
			✓		(B) distinguish fiction from nonfiction, including fact and fantasy; (K-3)		I	E	M	R						
		✓			(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts; (1-3)			I	M	R						
					(D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story variants; (2-8)				I	I ²	E	E	M	R	R	
					(E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts); (3-5)					I	M	R				
		✓			(F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies; (3-7)					I	M	R	R	R		
		+			(G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story; (3)					*						
	✓				(H) analyze characters, including their traits, feelings, relationships, and changes; (1-3)				I	M	R					

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1	2	3	4			PK	K	1	2	3	4	5	6	7	8
	✓				(I) identify the importance of the setting to a story's meaning; and (1-3)			I	M	R					
	✓				(J) recognize the story problem(s) or plot. (1-3)			I	M	R					
					3.12 Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:										
					(A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?"; (K-3)		I	M	R	R					
		+			(B) use alphabetical order to locate information; (1-3)			I	M	R					
✓					(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices; (1-3)			I	M	R					
✓					(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions; (2-3)				I	*					
		✓			(E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams; (2-3)				I	*					
					(F) locate and use important areas of the library media center; (2-3)				I	*					
		✓			(G) organize information in systematic ways, including notes, charts, and labels; (3)					*					
✓					(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations; (2-3)				I	*					
		+			(I) use compiled information and knowledge to raise additional, unanswered questions; and (3)					*					
			✓		(J) draw conclusions from information gathered. (K-3)	I	I ²	E	M	R					
					3.13 Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:										
	+				(A) connect his/her own experiences with the life experiences, language, customs, and culture of others; and (K-3)	I	I ²	E	M	R					
	+				(B) compare experiences of characters across cultures. (K-3)		I	E	M	R					

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								3.14 Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:											
✓	✓	✓	✓	✓	✓	✓		(A) write to record ideas and reflections; (K-3)		I	E	M	R						
			✓	✓	✓			(B) write to discover, develop, and refine ideas; (1-3)			I	M	R						
			✓	✓	✓			(C) write to communicate with a variety of audiences; and (1-3)			I	M	R						
✓	✓	✓	✓	✓	✓	✓		(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain. (1-3)			I	M	R						
								3.15 Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:											
✓	✓	✓	✓	✓	✓	✓		(A) gain more proficient control of all aspects of penmanship; and (3)					*						
								(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i> , quotation marks, proper nouns, and abbreviations with increasing accuracy. (3)					*						
								<i>(Bii) use capitalization and punctuation such as commas, hyphens, proper nouns and abbreviations. (3/SLA)</i>					*						
								<i>(Bi) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as <i>can't</i> and possessives such as <i>Robin's</i>, quotation marks, proper nouns and abbreviations with increasing accuracy (3/ESL)</i>					*						
								3.16 Writing/spelling. The student spells proficiently. The student is expected to:											
✓	✓	✓	✓	✓	✓	✓		(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (<i>hop</i>), consonant-vowel-consonant-silent e (CVCe) (<i>hope</i>), and one-syllable words with blends (<i>drop</i>); (1-3)			I	M	R						
								<i>(Aii) write with more proficient spelling using silent letters in syllables, dieresis marks, written accents, and spelling patterns using q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, i/x, i/y, and s/c/z; (2-3/SLA)</i>				I	*						
								<i>(Ai) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant CVC (<i>hop</i>), consonant-vowel-consonant-silent e CVCe (<i>hope</i>), and one-syllable words with blends (<i>drop</i>); (1-3/ESL)</i>			I	M	R						
✓	✓	✓	✓	✓	✓	✓		(B) spell multisyllabic words using regularly spelled phonogram patterns; (3)						*					
✓	✓	✓	✓	✓	✓	✓		(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as <i>-ing</i> , <i>-ed</i> , or <i>-able</i> are added; (3)						*					

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1	2	3	4	5													
✓	✓	✓	✓	✓	✓		(Cii) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as lápiz-lápices; (3/SLA)					*					
✓	✓	✓	✓	✓	✓		(Ci) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added; (3/SLA)					*					
✓	✓	✓	✓	✓	✓		(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i; (3)					*					
							(Dii) write with more proficient use of orthographic patterns and rules such as qu together, using n before v, m before b, and m before p changing z to c when adding -es; (3/SLA)					*					
							(Di) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i; (3/ESL)					*					
	✓	✓	✓	✓	✓		(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare; (3)					*					
							(Eii) write with more proficient spelling of contractions, compounds, and homonyms such as casar-cazar and cocer-coser; (3/SLA)					*					
							(Ei) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare; (3/ESL)					*					
	✓	✓	✓	✓	✓		(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns; (ENGLISH LANGUAGE ARTS ONLY) (3-6)					I	E	M	R		
	✓	✓	✓	✓	✓		(G) spell words ending in -tion and -sion such as station and procession; and (ENGLISH LANGUAGE ARTS ONLY)			I	M	R					
✓	✓	✓	✓	✓	✓		(H) use resources to find correct spellings, synonyms, or replacement words. (1-3)			I	M	R					
							3.17 Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:										
	✓	✓	✓	✓	✓		(A) correct irregular plurals such as sheep; (3)					*					
	✓	✓	✓	✓	✓		(B) use singular and plural forms of regular nouns and adjust verbs for agreement; (3)					*					
✓	✓	✓	✓	✓	✓		(C) compose elaborated sentences in written texts and use the appropriate end punctuation; (3)					*					
✓	✓	✓	✓	✓	✓		(D) compose sentences with interesting, elaborated subjects; and (2-3)				I	*					
							(E) edit writing toward standard grammar and usage, including subject-verb agreement: pronoun agreement, including pronouns that agree in number; and appropriate verb tense, including to be, in final drafts. (2-3)				I	*					
							(Eii) edit writing toward standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles; and (2-3/SLA)				I	*					

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							(Ei) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts. (2-3/ESL)				I	*						
	✓	✓	✓	✓	✓		(F) use verb tenses such as present, preterite, and future appropriately and consistently. (SPANISH LANGUAGE ARTS ONLY) (2-6/SLA)				I	M	R	R	R			
							3.18 Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing.											
✓	✓	✓	✓	✓	✓		(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts; (2-3)				I	*						
		✓					(B) develop drafts; (1-3)			I	M	R						
	✓	✓	✓	✓	✓		(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images; (1-3)			I	M	R						
	✓	✓	✓	✓	✓		(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing; (2-3)				I	*						
✓	✓	✓	✓	✓	✓		(E) use available technology for aspects of writing such as word processing, spell checking, and printing; and (2-3)				I	*						
							(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences. (2-3)				I	*						
							3.19 Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:											
✓	✓	✓	✓	✓	✓		(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class; (1-3)			I	M	R						
✓	✓	✓	✓	✓	✓		(B) respond constructively to others' writing; (1-3)			I	M	R						
					✓		(C) determine how his/her own writing achieves its purposes; (1-3)			I	M	R						
✓	✓	✓	✓	✓	✓		(D) use published pieces as models for writing; (2-3)				I	*						
✓	✓	✓	✓	✓	✓		(E) review a collection of his/her own written work to monitor growth as a writer. (2-3)				I	*						
							3.20 Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:											
✓	✓	✓	✓	✓	✓		(A) write or dictate questions for investigating; (2-3)				I	*						
							(B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas; (K-3)		I	E	M	R						
							(C) take simple notes from relevant sources such as classroom guests, books, and media sources; and (2-3)				I	*						
							(D) compile notes into outlines, reports, summaries or other written efforts using available technology. (2-3)				I	*						

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E= Extend M=Master R= Reinforce *= All

*TAKS Objective + = TEKS Explicitly Stated ✓ = Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <i>ESL: LANGUAGE ACQUISITION/LEARNING STRATEGIES</i>	PK	K	1	2	3	4	5	6	7	8
					3.21 Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
✓	✓	✓	✓		(A) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing expressions; (K-3/ESL)		I	E	M	R					
✓	✓	✓	✓		(B) use prior knowledge and experiences to understand meanings in English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(C) monitor oral and written language production and employ self-corrective techniques or other resources; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(D) use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing; (K-3/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(E) use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(F) make connections across content areas and use and reuse language and concepts in different ways; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(G) use accessible language and learn new and essential language in the process. (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
					3.22 Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:										
✓	✓	✓	✓		(A) use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes; (K-3/ESL)		I	E	M	R					
✓	✓	✓	✓		(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions; (K-8/ESL)	I	I ²	E	E	E	E	E	E	M	R
✓	✓	✓	✓		(C) recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(D) listen to and extract meaning from a variety of media such as audio tape, video, and DC ROM in all content areas; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R

* Reviewed by 2002-2003 Grades 3-4 Curriculum Design Committee

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TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: READING</u>	PK	K	1	2	3	4	5	6	7	8
							3.24 Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:								
✓	✓	✓	✓		(A) learn sound/symbol relationships as they apply to the phonological system of English; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(B) recognize directionality of English reading such as left to right and top to bottom; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(C) read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(D) participate in shared reading; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(E) develop basic sight vocabulary; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(G) read silently with increasing ease for longer periods; (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(H) use print from the environment to derive meaning; and (K-8/ESL)		I	I ²	E	E	M	M	R	R	R
✓	✓	✓	✓		(I) use graphic organizers as pre-reading activities to prepare for reading text. (K-8/ES)		I	I ²	E	E	M	M	R	R	R

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TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS 1 2 3 4				Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: WRITING</u>	PK	K	1	2	3	4	5	6	7	8
							3.25 Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to:								
✓	✓	✓	✓		(A) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks and exclamation points; (3/ESL)					*					
✓	✓	✓	✓		(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write. (2-8/ESL)				I	I ²	E	E	M	R	R
	✓	✓	✓		(C) write with more proficient use of orthographic patterns and rules such as qu together consonant doubling, dropping final e, and changing y to i; (2-8/ESL)				I	I ²	E	E	M	R	R

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TAKS Objectives + = TEKS Explicitly Stated ✓ = Connection to TEKS						Campus SAIP	TEXAS ESSENTIAL KNOWLEDGE & SKILLS: <u>ESL: WRITING</u>	PK	K	1	2	3	4	5	6	7	8
1	2	3	4	5													
✓	✓	✓	✓	✓	✓		(D) edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL)				I	I ²	E	E	M	R	R
✓	✓	✓	✓	✓	✓		(E) employ increasingly complex grammatical structures in writing, as follows: (i) demonstrate knowledge of verbs, tenses and auxiliaries, wh- words and pronouns/antecedents; (2-8/ESL) (ii) demonstrate knowledge of nominative, objective, and possessive case; (iii) demonstrate knowledge of parts of speech; and (2-8/ESL) (iv) demonstrate knowledge of negatives and contractions (2-8/ESL)				I	I ²	E	E	M	R	R
✓	✓	✓	✓	✓	✓		(F) construct correct sentences, including a variety of sentence types and styles; (2-8/ESL)				I	I ²	E	E	M	R	R
	✓	✓	✓	✓	✓		(G) combine multiple sentences into a unified sentence; and (2-8/ESL)				I	I ²	E	E	M	R	R
✓	✓	✓	✓	✓	✓		(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs and blending paragraphs within larger units of text. (2-8/ESL)				I	I ²	E	E	M	R	R

TAKS Objectives: Grade 3 English and Spanish Reading

1) The student will demonstrate a basic understanding of culturally diverse written texts.

Word Identification Variety of Texts Vocabulary Development Comprehension

2) The student will apply knowledge of literary elements to understand culturally diverse written texts.

Text Structures/Literary Concepts

3) The student will use a variety of strategies to analyze culturally diverse written texts.

Comprehension Text Structures/Literary Concepts

4) The student will apply critical-thinking skills to analyze culturally diverse written texts.

Comprehension Literary Responses

TAKS Objectives: Grade 4 English and Spanish Writing

1) The student will, within a given context, produce an effective composition for a specific purpose.

Purposes Penmanship/Capitalization Writing Processes

2) The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

Penmanship/Capitalization/Punctuation Spelling Grammar/Usage Writing Processes

3) The student will recognize appropriate organization of ideas in written text. Writing Processes

4) The student will recognize correct and effective sentence construction in written text. Grammar/Usage Writing Processes

5) The student will recognize standard usage and appropriate word choice in written text. Grammar/Usage Writing Processes

6) The student will proofread for correct punctuation, capitalization, and spelling in written text.

Penmanship/Punctuation/Capitalization Spelling Grammar/Usage Writing Processes