

ELAR, Phonics, Grade 3 (IMRA)

Subject: English Language Arts and Reading

Grade: 03

Expectations: 2

Breakouts: 56

(a) Introduction.

1. The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
2. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
3. Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
4. English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
5. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
6. Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

7. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate and apply phonetic knowledge by:
- i. decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 - ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - iii. decoding compound words, contractions, and abbreviations;
 - iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
 - v. decoding words using knowledge of prefixes;
 - vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and
 - vii. identifying and reading high-frequency words from a research-based list;
- (i) demonstrate phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns
 - (ii) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables
 - (iii) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables
 - (iv) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables
 - (v) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs
 - (vi) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs
 - (vii) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables
 - (viii) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables
 - (ix) demonstrate phonetic knowledge by decoding compound words
 - (x) demonstrate phonetic knowledge by decoding contractions
 - (xii) demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns
 - (xiii) demonstrate phonetic knowledge by decoding words using knowledge of prefixes
 - (xiv) demonstrate phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words
 - (xv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list
 - (xvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list
 - (xvii) apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns
 - (xviii) apply phonetic knowledge by decoding multisyllabic words with closed syllables
 - (xix) apply phonetic knowledge by decoding multisyllabic words with open syllables
 - (xx) apply phonetic knowledge by decoding multisyllabic words with VCe syllables
 - (xxi) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs
 - (xxii) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs

- (xxiii) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables
 - (xxiv) apply phonetic knowledge by decoding multisyllabic words with final stable syllables
 - (xxv) apply phonetic knowledge by decoding compound words
 - (xxvi) apply phonetic knowledge by decoding contractions
 - (xxviii) apply phonetic knowledge by decoding words using knowledge of syllable division patterns
 - (xxix) apply phonetic knowledge by decoding words using knowledge of prefixes
 - (xxx) apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words
 - (xxxi) apply phonetic knowledge by identifying high-frequency words from a research-based list
 - (xxxii) apply phonetic knowledge by reading high-frequency words from a research-based list
- (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; ii. spelling homophones; iii. spelling compound words, contractions, and abbreviations; iv. spelling multisyllabic words with multiple sound-spelling patterns; v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; vi. spelling words using knowledge of prefixes; and 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;
- (i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables
 - (ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables
 - (iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables
 - (iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
 - (v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
 - (vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables
 - (vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables
 - (ix) demonstrate spelling knowledge by spelling compound words
 - (x) demonstrate spelling knowledge by spelling contractions
 - (xii) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
 - (xiii) demonstrate spelling knowledge by spelling words using knowledge of syllable division patterns
 - (xiv) demonstrate spelling knowledge by spelling words using knowledge of prefixes
 - (xv) demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words
 - (xvi) apply spelling knowledge by spelling multisyllabic words with closed syllables
 - (xvii) apply spelling knowledge by spelling multisyllabic words with open syllables
 - (xviii) apply spelling knowledge by spelling multisyllabic words with VCe syllables
 - (xix) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs
 - (xx) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs
 - (xxi) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables

- (xxii) apply spelling knowledge by spelling multisyllabic words with final stable syllables
- (xxiv) apply spelling knowledge by spelling compound words
- (xxv) apply spelling knowledge by spelling contractions
- (xxvii) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- (xxviii) apply spelling knowledge by spelling words using knowledge of syllable division patterns
- (xxix) apply spelling knowledge by spelling words using knowledge of prefixes
- (xxx) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words