

frogstreet

# STELLA

Texas Essential Knowledge and Skills for Third Grade  
English Language Arts, English Language Proficiency  
Standards, and Science correlation to Frog Street STELLA



# Texas Essential Knowledge and Skills for Third Grade English Language Arts, English Language Proficiency Standards, and Science correlation to Frog Street STELLA

Texas Essential Knowledge and Skills for Kindergarten	Frog Street STELLA Teacher Guide Page References
<b>English Language Arts and Reading</b>	
<b>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</b>	
A Listen actively, ask relevant questions to clarify information, and make pertinent comments	1, 25, 33, 37, 45, 49, 57, 61, 69, 73, 81, 85, 93, 97, 133, 141, 169, 177, 197, 217, 241, 249, 261, 265, 273, 298, 310, 322, 326, 328
B Follow, restate, and give oral instructions that involve a series of related sequences of action	145, 157
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, 13, 31, 45, 57, 69, 81, 93, 105, 153, 165
<b>3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</b>	
B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	105
<b>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:</b>	
A Establish purpose for reading assigned and self-selected texts	314
B Generate questions about text before, during, and after reading to deepen understanding and gain information	15, 29, 33, 51, 77, 79, 89, 101, 103, 105, 109, 121, 133, 137, 149, 153, 161, 163, 173, 187, 189, 193, 199, 201, 205, 207, 211, 213, 217, 219, 223, 225, 229, 231, 235, 237, 241, 245, 253, 257, 269, 277, 279, 283, 285, 292, 294, 304, 316, 318
C Make and correct or confirm predictions using text features, characteristics of genre, and structures	13, 25, 41, 97, 109, 115, 117, 121, 127, 129, 139, 141, 157, 209, 221, 243, 247, 249, 265, 267, 277, 279
E Make connections to personal experiences, ideas in other texts, and society	43, 53, 55, 65, 67, 99, 113, 125, 137, 185, 245, 269, 281
F Make inferences and use evidence to support understanding	9, 99, 151
H Synthesize information to create new understanding	21, 39, 51, 91, 175, 207, 281

<b>7. 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:</b>	
A Describe personal connections to a variety of sources, including self-selected texts	63, 75, 87, 147, 289, 302
B Write a response to a literary or informational text that demonstrates an understanding of a text	1, 3, 5, 9, 13, 15, 17, 21, 29, 43, 55, 67, 79, 91, 133, 141, 151, 159, 163, 175, 243, 247, 253, 255, 259, 261, 267, 271, 289, 296, 298, 302, 308, 310, 314, 320, 322
C Use text evidence to support an appropriate response	111, 115, 123, 127, 135, 139, 169, 219, 229, 247, 255, 259, 292, 296, 304, 308, 316, 320, 330, 332, 334
D Retell and paraphrase texts in ways that maintain meaning and logical order	27, 39, 89, 173, 183, 241, 243
E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	111, 123, 135, 161, 163, 181, 193, 195, 197, 205, 221, 326, 328, 330, 332, 334
F Respond using newly acquired vocabulary as appropriate	5, 7, 17, 19, 27, 31, 41, 53, 61, 65, 73, 75, 77, 87, 145, 147, 159, 171, 177, 187, 189, 199, 201, 209, 211, 213, 223, 225, 233, 237, 245, 249, 271, 273, 283, 285
G Discuss specific ideas in the text that are important to the meaning	101, 103
<b>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:</b>	
D Recognize characteristics and structures of informational text	7, 19, 37, 49, 85, 195
<b>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:</b>	
A Explain the author's purpose and message within a text	117, 129
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	171
<b>12. Composition: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>	
B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	113, 125, 137, 185, 231, 233, 235, 257, 294, 306, 318

<b>English Language Proficiency Standards</b>	
<b>1. Cross-curricular second language acquisition/learning strategies.</b>	
A Use prior knowledge and experiences to understand meanings in English	2, 4, 14, 26, 38, 42, 50, 54, 62, 66, 74, 78, 86, 90, 98, 110, 114, 122, 126, 134, 138, 146, 158, 170, 174, 182, 186, 194, 198, 206, 218, 230, 234, 242, 246, 254, 258, 266, 270, 278, 290, 291, 295, 303, 307, 315, 319, 331
C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	10, 22, 23, 148, 210, 220, 222, 282, 327, 329
E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	4, 6, 8, 16, 18, 20, 28, 30, 32, 44, 46, 56, 58, 62, 68, 70, 74, 78, 82, 92, 94, 100, 102, 104, 116, 118, 128, 130, 140, 142, 150, 152, 154, 162, 164, 166, 176, 178, 188, 190, 200, 202, 208, 212, 214, 220, 224, 226, 238, 248, 250, 260, 262, 272, 274, 284, 286, 297, 299, 309, 311, 321, 323, 333, 335
<b>2. Cross-curricular second language acquisition/listening</b>	
C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	86, 172
D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	46, 58, 70, 82, 94, 106, 118, 130, 142, 154, 166, 178, 190, 202, 214, 226, 238, 250, 262, 274, 286, 299, 311, 323, 335
E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	26, 28, 38, 40, 46, 50, 52, 58, 62, 70, 74, 82, 94, 110, 112, 122, 124, 134, 136, 146, 154, 158, 160, 162, 178, 182, 184, 194, 196, 206, 210, 218, 222, 230, 232, 242, 244, 254, 256, 266, 268, 278, 280, 298, 303, 305, 315, 317, 327, 329, 333
G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	329
I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	2, 4, 6, 14, 16, 18, 38, 42, 50, 54, 64, 66, 76, 78, 88, 90, 100, 102, 110, 114, 122, 126, 134, 138, 148, 150, 160, 166, 170, 174, 182, 186, 194, 198, 206, 210, 218, 222, 234, 246, 250, 254, 258, 270, 274, 282, 290, 291, 295, 303, 307, 315, 319, 327, 331, 335
<b>3. Cross-curricular second language acquisition/speaking</b>	
D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	10, 22, 86, 106, 170

E Share information in cooperative learning interactions	208
G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	10, 22, 32
H Narrate, describe, and explain with increasing specificity and detail as more English is acquired	2, 6, 8, 14, 18, 20, 30, 34, 40, 52, 54, 64, 66, 76, 78, 88, 98, 100, 104, 112, 124, 136, 148, 150, 160, 162, 172, 184, 186, 190, 196, 198, 202, 214, 226, 232, 234, 238, 244, 246, 256, 265, 270, 280, 282, 286, 293, 305, 317, 331
<b>4. Cross-curricular second language acquisition/reading</b>	
D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	26, 184, 196, 208, 220, 224, 232
F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	34, 88, 172
G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	8, 20, 40, 44, 52, 56, 64, 68, 76, 78, 90, 92, 98, 104, 106, 116, 128, 140, 146, 152, 158, 164, 174, 176, 188, 200, 212, 224, 236, 248, 260, 272, 297, 309, 321
J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	32, 102, 112, 124, 126, 136, 138, 230, 244, 256, 258, 266, 268, 278, 280, 284, 293, 295, 305, 307, 317, 319
<b>5. Cross-curricular second language acquisition/writing</b>	
B Write using newly acquired basic vocabulary and content-based grade-level vocabulary	4, 16, 28, 30, 44, 56, 68, 78, 92, 116, 118, 128, 130, 140, 142, 152, 164, 176, 188, 200, 212, 236, 248, 260, 262, 272, 284, 297, 299, 309, 311, 321, 323, 333

<b>Science</b>	
<b>3. Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:</b>	
A Analyze, evaluate, and critique scientific explanations by using evidence, logical reasoning, and experimental and observational testing	229, 231, 233, 235, 237
B Represent the natural world using models such as volcanoes or the Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials	171, 173, 175, 177
C Connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	169
<b>5. Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:</b>	
A Measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float	37, 39, 41, 45
B Describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container	1, 3, 5, 7, 9, 13, 15, 17, 19, 21, 43
<b>6. Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:</b>	
A Explore different forms of energy, including mechanical, light, sound, and thermal in everyday life	49, 51, 53, 55, 57, 61, 63, 65, 67, 69, 73, 75, 77, 79, 81, 85, 87, 89, 91, 93
B Demonstrate and observe how position and motion can be changed by pushing and pulling objects such as swings, balls, and wagons	97, 99
C Observe forces such as magnetism and gravity acting on objects	101, 103, 109, 111, 113, 115, 117
<b>7. Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:</b>	
A Explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	145, 147, 149, 151, 153, 157, 159, 161, 163, 165
B Investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides	181, 183, 185, 187, 189

C Identify and compare different landforms, including mountains, hills, valleys, and plains	193, 195, 197, 201
<b>8. Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:</b>	
A Observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation	121, 123, 125, 127, 129
D Identify the planets in Earth's solar system and their position in relation to the Sun	205, 207, 209, 211, 213, 217, 219, 221, 223, 225
<b>9. Organisms and environments. The student knows and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:</b>	
A Observe and describe the physical characteristics of environments and how they support populations and communities of plants and animals within an ecosystem;	277, 279, 281, 283, 285, 289, 292, 294, 296, 302, 304, 306, 308, 314, 316, 318, 320
B Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field	265, 267, 269, 271, 273, 308, 316, 320
C Describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations	296, 298, 310, 318, 322
<b>10. Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:</b>	
B Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady beetles	252, 255, 257, 259, 261, 326, 328, 330, 332, 334