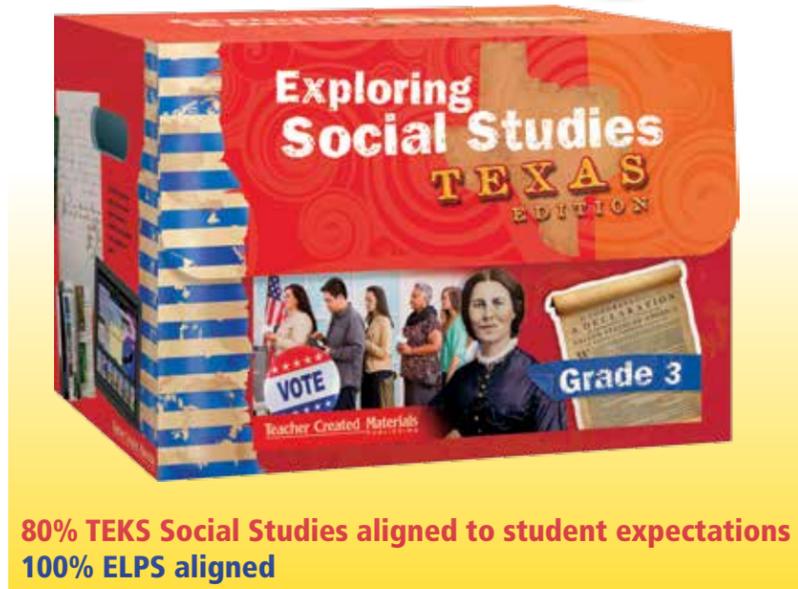
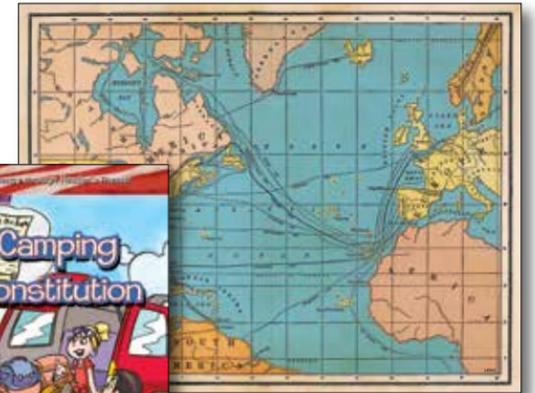
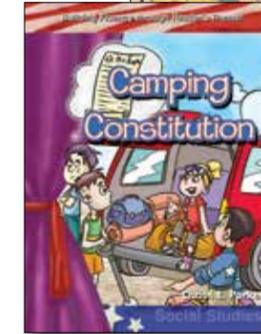
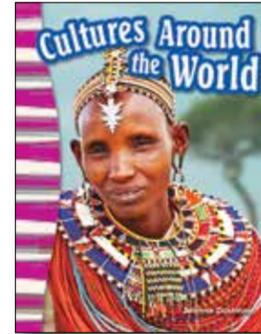
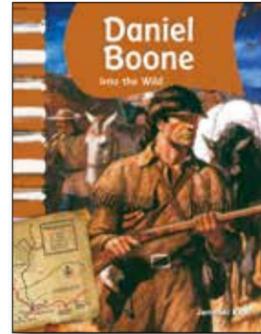
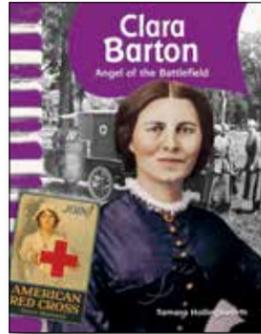


Exploring Social Studies

TEXAS EDITION

Grade 3

Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)



		Leveled Readers																		Reader's Theater		Primary Sources			
		Primary Source Readers: Clara Barton	Primary Source Readers: Harriet Tubman	Primary Source Readers: Daniel Boone	Primary Source Readers: Thomas Jefferson	Primary Source Readers: American Culture	Primary Source Readers: Cultures Around the World	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Remembering Our Heroes: Veterans Day	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: We the People: Civic Values in America	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Shaping Our Environment	Primary Source Readers: Our Ever-Changing Environment	Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Our Natural Resources	Primary Source Readers: Amazing Americans: Rosa Parks	Science Readers: Louis Pasteur and the Fight Against Germs	Culminating Activity	Camping Constitution	The Inventor: Ben Franklin	Primary Sources: Discovering Geography
TEKS	3.1.A		✓	✓	✓			✓			✓			✓						✓					
	3.1.B						✓																✓		
	3.1.C			✓	✓				✓													✓			
	3.2.A				✓				✓		✓			✓		✓									✓
	3.2.B					✓	✓												✓						
	3.2.C					✓	✓																		



TEKS	Description	Leveled Readers																			Reader's Theater		Primary Sources		
		Primary Source Readers: Clara Barton	Primary Source Readers: Harriet Tubman	Primary Source Readers: Daniel Boone	Primary Source Readers: Thomas Jefferson	Primary Source Readers: American Culture	Primary Source Readers: Cultures Around the World	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Remembering Our Heroes: Veterans Day	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: We the People: Civic Values in America	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Shaping Our Environment	Primary Source Readers: Our Ever-Changing Environment	Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Our Natural Resources	Primary Source Readers: Amazing Americans: Rosa Parks	Science Readers: Louis Pasteur and the Fight Against Germs	Culminating Activity	Camping Constitution	The Inventor: Ben Franklin	Primary Sources: Discovering Geography
3.12.C	The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	✓										✓								✓					
3.13.A	The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.					✓	✓																		
3.13.B	The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to compare ethnic and/or cultural celebrations in the local community with other communities.						✓																		
3.14.A	The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes.		✓																	✓					
3.14.B	The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.							✓																	
3.15.A	The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities.											✓													
3.15.B	The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.																								
3.16.A	The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur.																				✓		✓		
3.16.B	The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.																				✓				
3.17.A	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.									✓										✓			✓		



TEKS	Description	Leveled Readers																			Reader's Theater		Primary Sources		
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3.17.B	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to sequence and categorize information.		✓				✓	✓		✓	✓													✓	✓
3.17.C	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓
3.17.D	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information.					✓																	✓		
3.17.E	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓
3.17.F	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to use appropriate mathematical skills to interpret social studies information such as maps and graphs.																								
3.18.A	The student communicates in written, oral, and visual forms. The student is expected to express ideas orally based on knowledge and experiences.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
3.18.B	The student communicates in written, oral, and visual forms. The student is expected to use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.																			✓					
3.18.C	The student communicates in written, oral, and visual forms. The student is expected to use standard grammar, spelling, sentence structure, and punctuation.																						✓		
3.19.A	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.										✓														
3.19.B	The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.																						✓	✓	



		Leveled Readers																				Reader's Theater		Primary Sources	
		Primary Source Readers: Clara Barton	Primary Source Readers: Harriet Tubman	Primary Source Readers: Daniel Boone	Primary Source Readers: Thomas Jefferson	Primary Source Readers: American Culture	Primary Source Readers: Cultures Around the World	Primary Source Readers: Our Nation's Capital: Washington, DC	Primary Source Readers: Remembering Our Heroes: Veterans Day	Primary Source Readers: The U.S. Constitution and You	Primary Source Readers: Our Government: The Three Branches	Primary Source Readers: We the People: Civic Values in America	Primary Source Readers: Doing Your Part: Serving Your Community	Primary Source Readers: Shaping Our Environment	Primary Source Readers: Our Ever-Changing Environment	Primary Source Readers: America's Man-Made Landmarks	Primary Source Readers: America's Natural Landmarks	Primary Source Readers: Capital Resources and the Economy	Primary Source Readers: Our Natural Resources	Primary Source Readers: Amazing Americans: Rosa Parks	Science Readers: Louis Pasteur and the Fight Against Germs	Culminating Activity	Camping Constitution	The Inventor: Ben Franklin	Primary Sources: Discovering Geography
ELPS	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓