



Quick Guides

A PUBLICATION OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

3rd THIRD GRADE

ENGLISH / LANGUAGE ARTS

Focus

Student expectations in grade three for Texas and Louisiana have the same focus of providing significant opportunities to read and write independently. The Texas Educational Knowledge and Skills (TEKS) have 20 strands, in contrast to Louisiana's Grade Level Expectations (GLEs) of 5 strands. Hence, the GLEs reflect broader statements of student expectations. For example, there is only one GLE strand for reading, "Reading and Responding," in Louisiana, in comparison to 9 strands in reading for Texas.

While the TEKS and GLEs differ in specificity, they are very similar in content. In the strand, "Listening and Speaking," the TEKS third grade expectations and the Louisiana GLEs are more aligned than in grades one and two. Most of the third grade GLEs are implied in the third grade TEKS.

In the area of reading, both Texas and Louisiana utilize the five components of effective reading instruction as identified through scientific research:

(1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. While the third grade TEKS and GLEs are more aligned, there are some still areas of distinction. The TEKS emphasizes wide reading in a variety of genres, encouraging students to self-select independent reading. The TEKS also emphasizes that students develop fluency by reading independent-level materials regularly.

The Louisiana GLEs do not address one TEKS expectation of effective vocabulary instruction. The expectation emphasizes developing

vocabulary through familiar and interesting selections read aloud.

Overall, writing expectations were evenly aligned but for two expectations in the writing evaluation strand of the TEKS. These are not addressed in the GLEs: using published pieces as models for writing and reviewing a collection of one's own written work to monitor growth as a writer.

Assessment

Language Arts assessment methodologies in Texas and Louisiana differ in many ways. Louisiana third-grade students are tested using the *i*LEAP (replacing the Iowa Test, which was administered at this grade level from 1998-2005), whereas Texas third-grade students are given the Texas Assessment of Knowledge and Skills (TAKS). The TAKS is strictly criterion-referenced with a comprehensive sampling of student expectations through grade 3 and students are required to pass the assessment in order to advance to grade 4. The Louisiana test integrates a standards-based, criterion-referenced test (targeting third-grade GLEs) and a norm-referenced test (targeting content of nationally-used textbooks).

Coding

Due to the degree of the specificity of the TEKS, some GLEs are matched to more than one Texas expectation.

<p>3.11 H The student is expected to analyze characters, including their traits, feelings, relationships, and changes (1-3)</p>	<p>GLE 8 Identify story elements, including: -themes -conflict -character traits, feelings, and motivation (ELA-1-E4)</p>
<p>3.11 I The student is expected to recognize the story problem(s) or plot (1-3)</p>	<p>GLE 8 Identify story elements, including: -themes -conflict -character traits, feelings, and motivation (ELA-1-E4)</p>

The Codes in the middle column on the document:

- Not addressed is coded NA meaning the expectation could not be matched to a particular TEK or GLE.
- Implied refers to statements that are understood in the context of the statement.
- Not specifically addressed (NSA) is used to refer to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.

The number in parentheses following each GLE statement refers to the Louisiana Standards and Benchmarks statements. In the example above, GLE 12, (ELA-1-E4), ELA refers to the content area, English Language Arts, 1 refers to Standard One (*students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes*), E4 refers to elementary grades, benchmark 4 (*recognizing story elements such as setting, plot, character, theme and literary devices such as simile, dialogue, personification with a selection*).

Strand Titles

Strand titles from the TEKS and Louisiana GLEs were matched at the beginning of the listing for their particular student expectations.