

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

ENGLISH LANGUAGE ARTS: Grade 3

TEKS	Comments	Louisiana GLE
(3.1) Listening/Speaking		
(3.1.A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
(3.1.B) respond appropriately and courteously to directions and questions (K-3)	<i>Implied</i>	38. Give and follow precise directions and instructions (ELA-4-E2)
(3.1.C) participate in rhymes, songs, conversations, and discussions (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
(3.1.D) listen critically to interpret and evaluate (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
(3.1.E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
(3.1.F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3)	<i>NA</i>	
(3.2) Listening/Speaking/Culture		Listening/Speaking
(3.2.A) connect experiences and ideas with those of others through speaking and listening (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
(3.2.B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3)	<i>NA</i>	
(3.3) Listening/Speaking/Audiences		Listening/Speaking

TEKS	Comments	Louisiana GLE
(3.3.A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3)	<i>Approximate</i>	37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
(3.3.B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3)	NA	
(3.3.C) ask and answer relevant questions and make contributions in small or large group discussions (K-3)	<i>Implied</i>	42. Use active listening strategies, including: - asking questions and responding to ideas/opinions - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5) 44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)
(3.3.D) present dramatic interpretations of experiences, stories, poems, or plays (K-3)	<i>Not Addressed</i>	
(3.3.E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3)	<i>Approximate</i>	37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
(3.4) Listening/Speaking/Communication		Listening/Speaking
(3.4.A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3)	<i>Implied</i>	40. Give rehearsed oral presentations that include the following: - expression of an opinion about a text, topic, or idea - relevant facts and details from multiple sources (ELA-4-E4)
(3.4.B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3)		41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
(3.4.C) retell a spoken message by summarizing or clarifying (K-3)	<i>Implied</i>	39. Tell a complex story that includes the following: - a central idea - ideas and details organized chronologically (ELA-4-E3)
(3.5) Reading/Word Identification		Reading and Responding
(3.5.A) decode by using all letter-sound correspondences within a word (1-3)	<i>Implied</i>	1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)
(3.5.B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3)	<i>Implied</i>	1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)
(3.5.C) identify multisyllabic words by using common	<i>Approximate</i>	2. Decode similar words (e.g., supper vs. super) using knowledge of

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syllable patterns (1-3)		basic syllabication rules (ELA-1-E1)
(3.5.D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3)		1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1) 4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
(3.5.E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3)	<i>Approximate</i>	3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)
(3.5.F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3)	<i>NA</i>	
(3.6) Reading/Fluency		Reading and Responding
(3.6.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3)	<i>NA</i>	
(3.6.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)	<i>Implied, Goal is 110 wpm</i>	12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
(3.6.C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3)		7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3) 12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
(3.6.D) self-select 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 (1-3)	<i>NA</i>	
(3.6.E) read silently for increasing periods of time (2-3)	<i>Approximate</i>	13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)
(3.7) Reading/Variety of Texts		Reading and Responding
(3.7.A) read classic and contemporary works (2-8)	<i>Not addressed</i>	
(3.7.B) read from a variety of genres for pleasure and to acquire information from both print and electronic	<i>NA</i>	

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sources (2-3)		
(3.7.C) read to accomplish various purposes, both assigned and self-selected (2-3)	NA	
(3.8) Reading/Vocabulary Development		Reading and Responding
(3.8.A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3)	NA	
(3.8.B) develop vocabulary through reading (2-3)		3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)
(3.8.C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3)		5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
(3.8.D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3)	<i>Approximate</i>	6. Determine meanings of unfamiliar words using a variety of strategies, including: - knowledge of common antonyms, synonyms, homonyms, and homographs - use of context clues - identification of base words and root words (ELA-1-E1) 9. Identify literary devices, including idioms and personification (ELA-1-E4)
(3.9) Reading Comprehension		Reading and Responding
(3.9.A) use prior knowledge to anticipate meaning and make sense of texts (K-3)		11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
(3.9.B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3)		19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
(3.9.C) retell or act out the order of important events in stories (K-3)		10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
(3.9.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>Implied</i>	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - sequencing events - making predictions using information from texts - making simple inferences and drawing conclusions about information in

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		texts - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts - distinguishing between a main idea and a summary - identifying main ideas of texts (ELA-7-E1)
(3.9.E) draw and discuss visual images based on text descriptions (1-3)	NA	
(3.9.F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3)		17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - sequencing events - making predictions using information from texts - making simple inferences and drawing conclusions about information in texts - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts - distinguishing between a main idea and a summary - identifying main ideas of texts (ELA-7-E1)
(3.9.G) identify similarities and differences across texts such as in topics, characters, and themes (3)		17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: - sequencing events - making predictions using information from texts - making simple inferences and drawing conclusions about information in texts - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts - distinguishing between a main idea and a summary - identifying main ideas of texts (ELA-7-E1)
(3.9.H) produce summaries of text selections (2-3)		10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
(3.9.I) represent text information in different ways, including story maps, graphs, and charts (2-3)	<i>Implied</i>	52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)
(3.9.J) distinguish fact from opinion in various texts, including news stories and advertisements (3)		21. Apply basic reasoning skills, including: - identifying differences between fact and opinion - skimming and scanning texts to locate specific information - identifying multiple causes and/or effects in texts and life situations - raising questions to obtain clarification and/or direct investigation - connecting what is learned to real-life situations (ELA-7-E4)
(3.9.K) practice different kinds of questions and tasks,	<i>Implied</i>	21. Apply basic reasoning skills, including:

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including test-like comprehension questions (3)		<ul style="list-style-type: none"> - identifying differences between fact and opinion - skimming and scanning texts to locate specific information - identifying multiple causes and/or effects in texts and life situations - raising questions to obtain clarification and/or direct investigation - connecting what is learned to real-life situations (ELA-7-E4)
(3.10) Reading/Literary Response		Reading and Responding
(3.10.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>Approximate</i>	11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
(3.10.B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3)	<i>Approximate</i>	50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)
(3.10.C) support interpretations or conclusions with examples drawn from text (2-3)	<i>Implied</i>	<p>17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> - sequencing events - making predictions using information from texts - making simple inferences and drawing conclusions about information in texts - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts - distinguishing between a main idea and a summary - identifying main ideas of texts (ELA-7-E1) <p>18. Explain chosen solutions to problems in texts (ELA-7-E2)</p> <p>20. Explain the author's viewpoint using information from the text (ELA-7-E3)</p>
(3.10.D) connect ideas and themes across texts (1-3)	<i>Implied</i>	11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
(3.11) Reading/Text Structures		Reading and Responding
(3.11.A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3)	<i>Implied</i>	16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)
(3.11.B) distinguish fiction from nonfiction, including fact and fantasy (K-3)	<i>Implied</i>	<p>21. Apply basic reasoning skills, including:</p> <ul style="list-style-type: none"> - identifying differences between fact and opinion - skimming and scanning texts to locate specific information

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		<ul style="list-style-type: none"> - identifying multiple causes and/or effects in texts and life situations - raising questions to obtain clarification and/or direct investigation - connecting what is learned to real-life situations (ELA-7-E4)
(3.11.C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3)		16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)
(3.11.D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8)	<i>Implied</i>	43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
(3.11.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>NA</i>	
(3.11.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)		15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)
(3.11.G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3)	<i>Implied</i>	43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
(3.11.H) analyze characters, including their traits, feelings, relationships, and changes (1-3)		8. Identify story elements including: <ul style="list-style-type: none"> - theme - conflict - character traits, feelings, and motivation (ELA-1-E4)
(3.11.I) identify the importance of the setting to a story's meaning (1-3)	<i>Implied</i>	17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> - sequencing events - making predictions using information from texts - making simple inferences and drawing conclusions about information in texts - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts - distinguishing between a main idea and a summary - identifying main ideas of texts (ELA-7-E1)
(3.11.J) recognize the story problem(s) or plot (1-3)		8. Identify story elements including: <ul style="list-style-type: none"> - theme - conflict - character traits, feelings, and motivation (ELA-1-E4)

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(3.12) Reading/Inquiry/Research		Reading and Responding
(3.12.A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3)	<i>Implied</i>	21. Apply basic reasoning skills, including: <ul style="list-style-type: none"> - identifying differences between fact and opinion - skimming and scanning texts to locate specific information - identifying multiple causes and/or effects in texts and life situations - raising questions to obtain clarification and/or direct investigation - connecting what is learned to real-life situations (ELA-7-E4)
(3.12.B) use alphabetical order to locate information (1-3)	<i>Implied</i>	45. Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> - electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features - printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings - the Dewey Decimal system - electronic and online catalogs (ELA-5-E1)
(3.12.C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3)		45. Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> - electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features - printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings - the Dewey Decimal system - electronic and online catalogs (ELA-5-E1)
(3.12.D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3)		46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
(3.12.E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3)	<i>Approximate</i>	52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)
(3.12.F) locate and use important areas of the library media center (2-3)	<i>Implied</i>	46. Locate information from multiple sources, including books, periodicals, videotapes, web sites, and CD-ROMs (ELA-5-E2)
(3.12.G) organize information in systematic ways, including notes, charts, and labels (3)	<i>Approximate</i>	49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
(3.12.H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3)	<i>Approximate</i>	40. Give rehearsed oral presentations that include the following: <ul style="list-style-type: none"> - expression of an opinion about a text, topic, or idea - relevant facts and details from multiple sources (ELA-4-E4)
(3.12.I) use compiled information and knowledge to raise additional, unanswered questions (3)	<i>Implied</i>	47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)

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(3.12.J) draw conclusions from information gathered (K-3)	<i>Implied</i>	47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
(3.13) Reading/Culture		Reading and Responding
(3.13.A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3)		11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
(3.13.B) compare experiences of characters across cultures (K-3)		14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
(3.14) Writing/Purposes		Writing
(3.14.A) write to record ideas and reflections (K-3)	<i>Implied</i>	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.14.B) write to discover, develop, and refine ideas (1-3)	<i>Implied</i>	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.14.C) write to communicate with a variety of audiences (1-3)	<i>Implied</i>	23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
(3.14.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>Approximate</i>	27. Write for various purposes, including: <ul style="list-style-type: none"> - informal letters using appropriate letter format - book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)
(3.15) Writing/Penmanship		Writing/Proofreading
(3.15.A) gain more proficient control of all aspects of penmanship (3)	<i>Approximate</i>	28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and

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		paragraphs (ELA-3-E1)
(3.15.B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3)		<p>29. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> - commas to separate phrases in a series - commas to separate parts of addresses (ELA-3-E2) <p>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)</p>
(3.16) Writing/Spelling		Writing/Proofreading
(3.16.A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CV.C) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3)	<i>Implied</i>	<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> - multisyllabic words made up of both base words and roots and common prefixes and suffixes - compound words - common homophones (ELA-3-E5)
(3.16.B) spell multisyllabic words using regularly spelled phonogram patterns (3)		<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> - multisyllabic words made up of both base words and roots and common prefixes and suffixes - compound words - common homophones (ELA-3-E5)
(3.16.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 -ing, -ed, or -able are added (3)	<i>Implied</i>	<p>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing -y to -i (ELA-3-E5)</p>
(3.16.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)	<i>Implied</i>	<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> - multisyllabic words made up of both base words and roots and common prefixes and suffixes - compound words - common homophones (ELA-3-E5)
(3.16.E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3)	<i>Implied</i>	<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> - multisyllabic words made up of both base words and roots and common prefixes and suffixes - compound words - common homophones (ELA-3-E5)
(3.16.F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6)	<i>Implied</i>	<p>33. Spell grade-appropriate words, including:</p> <ul style="list-style-type: none"> - multisyllabic words made up of both base words and roots and common prefixes and suffixes - compound words - common homophones (ELA-3-E5)
(3.16.G) spell words ending in -tion and -sion such as	<i>Implied</i>	<p>34. Follow common spelling generalizations, including qu-, consonant</p>

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station and procession (3)		doubling, and changing -y to -i (ELA-3-E5)
(3.16.H) use resources to find correct spellings, synonyms, or replacement words (1-3)		36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)
(3.17) Writing/Grammar Usage		Writing/Proofreading
(3.17.A) use correct irregular plurals such as sheep		32. Apply knowledge of parts of speech in writing, including: - using standard future verb tenses - using a variety of conjunctions, such as although, since, until, and while, in constructing sentences - using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions - identifying and using irregular plural nouns correctly - using first-, second-, and third-person pronouns correctly - selecting and using adverbs that modify according to time, place, manner, and degree - identifying and using irregular verb tenses (ELA-3-E4)
(3.17.B) use singular and plural forms of regular nouns and adjust verbs for agreement (3)		31. Write using standard English structure and usage, including: - avoiding run-on sentences - using verbs in the future tense - making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3) 32. Apply knowledge of parts of speech in writing, including: - using standard future verb tenses - using a variety of conjunctions, such as although, since, until, and while, in constructing sentences - using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions - identifying and using irregular plural nouns correctly - using first-, second-, and third-person pronouns correctly - selecting and using adverbs that modify according to time, place, manner, and degree - identifying and using irregular verb tenses (ELA-3-E4)
(3.17.C) compose elaborated sentences in written texts and use the appropriate end punctuation (3)	<i>Implied</i>	22. Write compositions of two or more paragraphs that are organized with the following: - a central idea - a logical, sequential order - supporting details that develop - transitional words within and between paragraphs (ELA-2-E1) 29. Use standard English punctuation, including: - commas to separate phrases in a series

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		- commas to separate parts of addresses (ELA-3-E2)
(3.17.D) compose sentences with interesting, elaborated subjects (2-3)	<i>Implied</i>	22. Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> - a central idea - a logical, sequential order - supporting details that develop - transitional words within and between paragraphs (ELA-2-E1)
(3.17.E) 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)	<i>Implied</i>	31. Write using standard English structure and usage, including: <ul style="list-style-type: none"> - avoiding run-on sentences - using verbs in the future tense - making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3) 32. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> - using standard future verb tenses - using a variety of conjunctions, such as although, since, until, and while, in constructing sentences - using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions - identifying and using irregular plural nouns correctly - using first-, second-, and third-person pronouns correctly - selecting and using adverbs that modify according to time, place, manner, and degree - identifying and using irregular verb tenses (ELA-3-E4)
(3.18) Writing/Writing Purposes		Writing
(3.18.A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3)		24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.18.B) develop drafts (1-3)		24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers

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		<ul style="list-style-type: none"> - revising and proofreading - creating a final draft for publication (ELA-2-E3) <p>25. Develop organized one- and two—paragraph compositions using description and narration (ELA-2-E4)</p>
(3.18.C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3)		<p>24. Develop compositions of two or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3) <p>26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)</p>
(3.18.D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3)		<p>24. Develop compositions of two or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.18.E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3)		<p>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)</p>
(3.18.F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3)	<i>Implied</i>	<p>24. Develop compositions of two or more paragraphs using writing processes such as the following:</p> <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.19) Writing/Evaluation		Writing
(3.19.A) identify the most effective features of a piece of	<i>Implied</i>	24. Develop compositions of two or more paragraphs using writing

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writing using criteria generated by the teacher and class (1-3)		processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.19.B) respond constructively to others' writing (1-3)	<i>Implied</i>	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.19.C) determine how his/her own writing achieves its purposes (1-3)		24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading - creating a final draft for publication (ELA-2-E3)
(3.19.D) use published pieces as models for writing (2-3)	<i>Not addressed</i>	
(3.19.E) review a collection of his/her own written work to monitor growth as a writer (2-3)	<i>Not addressed</i>	
(3.20) Writing/Inquiry/Research		Writing
(3.20.A) write or dictate questions for investigating (2-3)	<i>NA</i>	
(3.20.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>Implied</i>	24. Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> - selecting a topic - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers - drafting - conferencing with teachers - revising and proofreading

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		- creating a final draft for publication (ELA-2-E3)
(3.20.C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3)		48. Use keywords to take notes from written sources (ELA-5-E3) 51. Use simple bibliographic information to cite source (ELA-2-E5) (Not Specifically Addressed)
(3.20.D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3)		49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
	<i>Writing</i>	26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5) 35. Alphabetize to the third letter (ELA-3-E5)