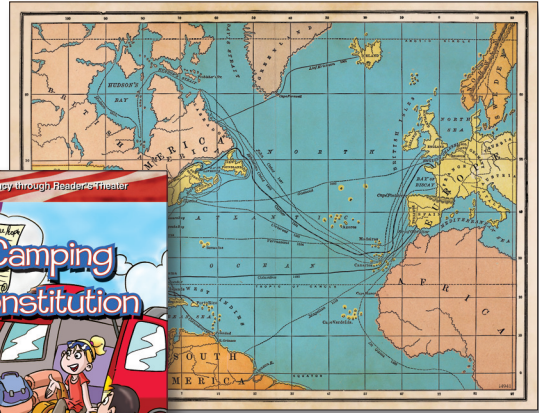
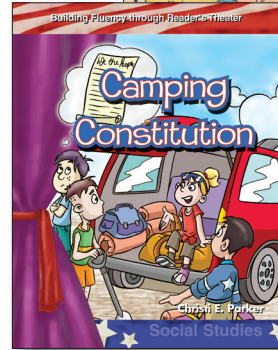
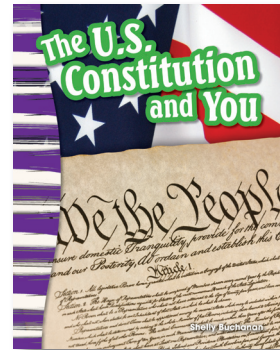
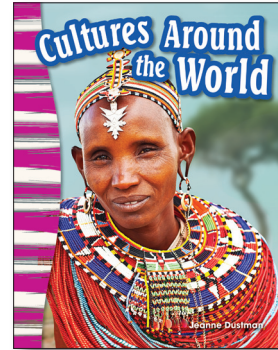
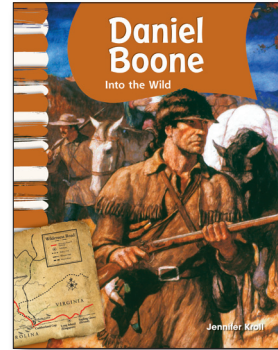
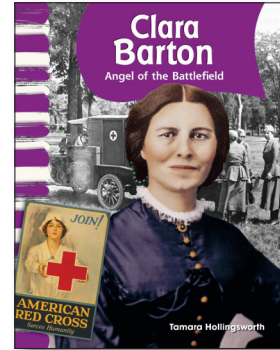


# Exploring Social Studies TEXAS EDITION

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



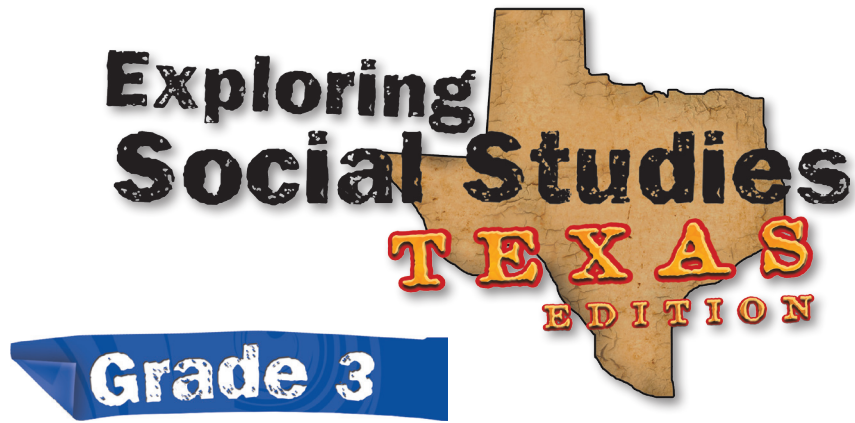
		Leveled Readers																			Reader's Theater		Primary Sources		
		Primary Source Readers: Clara Barton	Primary Source Readers: Harriet Tubman	Primary Source Readers: Daniel Boone	Primary Source Readers: Thomas Jefferson	Primary Source Readers: American Culture	Primary Source Readers: Cultures Around 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
<b>TEKS</b>	<b>3.1.A</b>		✓	✓	✓				✓			✓			✓					✓					
	<b>3.1.B</b>							✓															✓		
	<b>3.1.C</b>			✓	✓																		✓		
	<b>3.2.A</b>				✓					✓		✓			✓		✓								✓
	<b>3.2.B</b>						✓	✓											✓						
	<b>3.2.C</b>						✓	✓																	

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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
3.3.A	The student understands the concepts of time and chronology. The student is expected to use vocabulary related to chronology, including past, present, and future times.																								
3.3.B	The student understands the concepts of time and chronology. The student is expected to create and interpret timelines.	✓	✓	✓	✓																				
3.3.C	The student understands the concepts of time and chronology. The student is expected to apply the terms year, decade, and century to describe historical times.																								
3.4.A	The student understands how humans adapt to variations in the physical environment. The student is expected to describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards.													✓		✓									✓
3.4.B	The student understands how humans adapt to variations in the physical environment. The student is expected to identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.																								✓
3.4.C	The student understands how humans adapt to variations in the physical environment. The student is expected to describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.																								
3.4.D	The student understands how humans adapt to variations in the physical environment. The student is expected to describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.												✓						✓						✓
3.4.E	The student understands how humans adapt to variations in the physical environment. The student is expected to identify and compare the human characteristics of various regions.																								✓
3.5.A	The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community.																								
3.5.B	The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to use a scale to determine the distance between places on maps and globes.																								
3.5.C	The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to identify and use the compass rose, grid system, and symbols to locate places on maps and globes.			✓																					✓



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	
3.5.D	The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.			✓																						✓
3.6.A	The student understands the purposes of earning, spending, saving, and donating money. The student is expected to identify ways of earning, spending, saving, and donating money.																									
3.6.B	The student understands the purposes of earning, spending, saving, and donating money. The student is expected to create a simple budget that allocates money for spending, saving, and donating.																									
3.7.A	The student understands the concept of the free enterprise system. The student is expected to define and identify examples of scarcity.																	✓	✓							
3.7.B	The student understands the concept of the free enterprise system. The student is expected to explain the impact of scarcity on the production, distribution, and consumption of goods and services.																	✓	✓							
3.7.C	The student understands the concept of the free enterprise system. The student is expected to explain the concept of a free market as it relates to the U.S. free enterprise system.																	✓								
3.8.A	The student understands how businesses operate in the U.S. free enterprise system. The student is expected to identify examples of how a simple business operates.																	✓								
3.8.B	The student understands how businesses operate in the U.S. free enterprise system. The student is expected to explain how supply and demand affect the price of a good or service.																	✓								
3.8.C	The student understands how businesses operate in the U.S. free enterprise system. The student is expected to explain how the cost of production and selling price affect profits.																									
3.8.D	The student understands how businesses operate in the U.S. free enterprise system. The student is expected to explain how government regulations and taxes impact consumer costs.																									
3.8.E	The student understands how businesses operate in the U.S. free enterprise system. The student is expected to identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.																									

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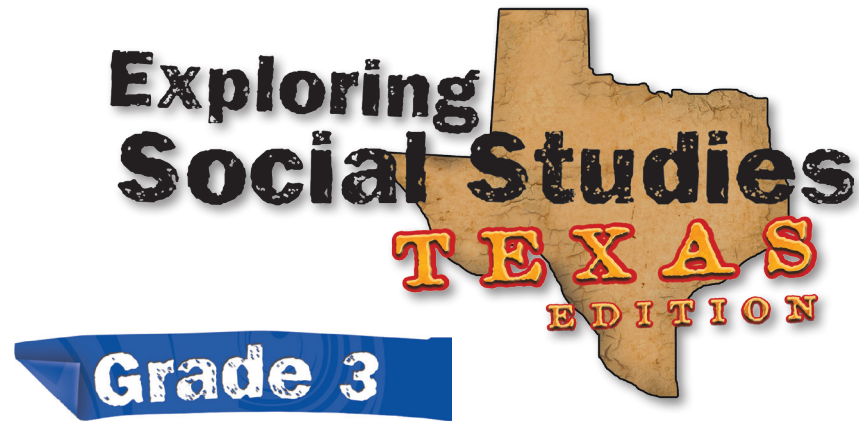
TEKS	Description	Leveled Readers																			Reader's Theater		Primary Sources				
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3.9.A	The student understands the basic structure and functions of various levels of government. The student is expected to describe the basic structure of government in the local community, state, and nation.								✓	✓																	
3.9.B	The student understands the basic structure and functions of various levels of government. The student is expected to identify local, state, and national government officials and explain how they are chosen.									✓																	
3.9.C	The student understands the basic structure and functions of various levels of government. The student is expected to identify services commonly provided by local, state, and national governments.									✓																	
3.9.D	The student understands the basic structure and functions of various levels of government. The student is expected to explain how local, state, and national government services are financed.									✓																	
3.10.A	The student understands important ideas in historical documents at various levels of government. The student is expected to identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.								✓	✓	✓														✓		
3.10.B	The student understands important ideas in historical documents at various levels of government. The student is expected to describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.										✓																
3.11.A	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.	✓									✓														✓		
3.11.B	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship.	✓										✓								✓							
3.11.C	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.	✓									✓	✓															
3.12.A	The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to give examples of community changes that result from individual or group decisions.										✓									✓				✓			
3.12.B	The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to identify examples of actions individuals and groups can take to improve the community.								✓		✓	✓															

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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.																							✓	✓	

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<b>ELPS</b>	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓