

PROJECT LEARNING TREE
3rd grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
3.2A use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm prediction	87, 89
3.2B ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text	4, 87
3.5A paraphrase the themes and supporting details of fables, legends, myths, or stories	4, 8, 18, 89
3.5B compare and contrast the settings in myths and traditional folktales	18
3.6A describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)	5
3.8B describe the interaction of characters including their relationships and the changes they undergo	18
3.10A identify language that creates a graphic visual experience and appeals to the senses	4, 8, 89
3.13B draw conclusions from the facts presented in text and support those assertions with textual evidence	13
3.13C identify explicit cause and effect relationships among ideas in text	8
3.13D use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text	7
3.15A follow and explain a set of written multi-step directions	51, 77
3.15B locate and use specific information in graphic features of text	7
3.18A write imaginative stories that build the plot to a climax and contain details about the characters and setting	4, 8, 18, 21, 24, 78, 79, 89
3.18B write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)	5, 21, 54
3.19A write about important personal experiences	2, 76
3.20Aii write brief composition that includes supporting sentences with simple facts, details, and explanations	49
3.20B write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing)	7
3.26A follow the research plan to collect information from multiple sources of information, both oral and written	7
3.26C take simple notes and sort evidence into provided categories or an organizer	95
3.29A listen attentively to speakers, ask relevant questions, and make pertinent comments	5, 13

PROJECT LEARNING TREE
3rd grade Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
3.9C identify lines of symmetry in two-dimensional geometric figures	1
3.11A use linear measurement tools to estimate and measure lengths using standard units	4, 21, 41, 65, 67, 77
3.11B use standard units to find the perimeter of a shape	21
3.12A use a thermometer to measure temperature	48, 49
3.13A collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data	1, 16, 22, 25, 27, 41, 49, 65, 77
3.13B interpret information from pictographs and bar graphs	1, 16, 22, 25, 27, 41, 49, 77
3.14A identify the mathematics in everyday situations	4, 16, 53
3.14B solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	53
3.14C select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	53
3.15A explain and record observations using objects, words, pictures, numbers, and technology	4, 16, 21, 25, 27, 48, 49, 65, 67, 77

PROJECT LEARNING TREE
3rd grade Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
3.1A demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat	87
3.1B make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics	13, 15, 36, 51, 89
3.2A plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world	4, 41
3.2B collect data by observing and measuring using the metric system and recognize differences between observed and measured data	41, 77
3.2C construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data	1, 21, 48, 65, 67, 70, 77
3.2D analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations	48, 65, 67, 70
3.2F communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion	77
3.3D connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists	34, 67
3.4A collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums	1, 21, 22, 24, 43, 46, 61, 67, 76
3.4B use safety equipment as appropriate, including safety goggles and gloves	78
3.6A explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life	4, 39
3.7A explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains	70
3.7D explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved	15, 39, 89
3.8A 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	48

3.9A observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem	7, 8, 20, 47, 48
3.9B 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	8, 24
3.9C describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations	47, 77, 80
3.10A explore how structures and functions of plants and animals allow them to survive in a particular environment	2, 6, 25, 41, 61-63, 77
3.10B explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food	6, 18
3.10C 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 bugs	65, 79

PROJECT LEARNING TREE
3rd grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
3.2A identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being	74
3.2B identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	74
3.2C compare ways in which various other communities meet their needs	74
3.3A use vocabulary related to chronology, including past, present, and future times	53, 95
3.3B create and interpret timelines	76, 95
3.3C apply the terms year, decade, and century to describe historical times	76, 95
3.4A describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards	30
3.4B 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	20, 55
3.4D describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape	30, 49, 55, 95
3.4E identify and compare the human characteristics of various regions	20
3.9A describe the basic structure of government in the local community, state, and nation	74
3.9B identify local, state, and national government officials and explain how they are chosen	74
3.9C identify services commonly provided by local, state, and national governments	74, 81
3.11A 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	36, 74
3.11C identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting	36, 74
3.12A give examples of community changes that result from individual or group decisions	31, 74
3.12B identify examples of actions individuals and groups can take to improve the community	31, 74
3.12C identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good	74
3.13A explain the significance of various ethnic and/or cultural celebrations in the local community and other communities	18, 20, 74
3.13B compare ethnic and/or cultural celebrations in the local community with other communities	18, 20, 74

3.17A 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	36, 49, 53, 95
3.17B sequence and categorize information	49, 53
3.17C interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting	49, 53
3.17E interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps	22, 36, 39, 49, 53-55
3.18A express ideas orally based on knowledge and experiences	5, 21, 31, 39, 49, 53, 74, 77, 81
3.18B use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas	5, 18, 21, 22, 31, 39, 49, 53-55, 74, 77, 81, 95
3.19A 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	4, 31, 49, 53, 54
3.19B 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	53