

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Reading Obj. 1	3.5. The student uses a variety of word identification strategies. How do prefixes change the meaning of a word?	(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);		✓ T	✓ T	✓ T	decode, pronounce and identify the meaning of words in reading by identifying how the prefixes –un and –dis change the meaning of a word generate words with –un and -dis	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	What do you do when you come to an unknown word in reading?	(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3);	✓	✓	✓ T	✓ T	determine the meaning of unfamiliar word in reading by <ul style="list-style-type: none"> • using (context) the other words in the sentence, example: <i>The cowboy is riding his h_____.</i> The student chooses horse, not house. 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	What do you do when you come to an unknown word in reading?	E)(ii) use structural cues to recognize words such as compounds, base words, and inflections such as –mente, -ito, --ada, and –ando (1-3/SLA);	✓	✓	✓ T	✓ T	decode and pronounce an unfamiliar word in reading by using <ul style="list-style-type: none"> • common inflection • (context) the other words in the sentence • compound words • prefixes in, des 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	3.7 The student reads widely for different purposes in varied sources. What sources can you read to locate information	(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	✓	✓ T	✓ T	✓ T	read and respond in individual, literal, critical, and evaluative ways to: <ul style="list-style-type: none"> • stories • poems • non-fiction texts 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Reading Obj. 1	<p>3.8 The student develops an extensive vocabulary.</p> <p>What resources can you use to improve your vocabulary?</p> <p>What is a synonym?</p>	<p>(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); and (C) (ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA); and</p>	✓	T	T	T	<p>determine meanings of words and alternate word choices using</p> <ul style="list-style-type: none"> • glossary • contextual clues <p>Example: provide a sample page/glossary entry and have student choose appropriate word meaning as it is used within the context of the reading selection. Generate sentences using words in context correctly.</p>	<p>McGraw-Hill, Grade 4 Junior Great Books, 3 GT Novel List, Project Success, GT Grammar Notes, Science Booklets</p>
	<p>(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).</p>	✓	T	T	T	<p>identify the meaning of words by</p> <ul style="list-style-type: none"> • drawing pictures or cartoons to illustrate synonyms. • recognizing context clues that help determine the meaning of an unknown word. • use graphic organizers to sort/classify related words. 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>	

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Reading Obj. 1	<p>3.9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>What strategies can you use to help you understand what you are reading?</p> <p>What strategies can you use to help you understand what you are reading?</p>	(C) retell or act out the order of important events in stories (K-3);	✓	T	T	T	organize information or events logically by retelling and evaluating stories and text through writing.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(H) produce summaries of text selections (2-3);	✓	T	T	T	<p>summarize text by identifying key words or elements in narrative text:</p> <ul style="list-style-type: none"> • who (characters of a story) • what (events) • where (setting) • when (time period) • why (problem) • how (solution) 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Reading Obj. 2	<p>3.11 The student analyzes the characteristics of various types of texts.</p> <p>Can you describe the characters in the story you have read?</p>	(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	✓	T	T	T	<p>identify the character being described given a list of</p> <ul style="list-style-type: none"> • traits (actions that describe the character) • feelings (emotions of the character) • support traits/feelings with textual evidence. 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources
------	-------------------------	---	-----------------	-----------------	-----------------	-----------------	---	-----------

Reading Obj. 2	3.11 The student analyzes the characteristics of various types of texts. Why is the setting important to this story? What is the problem in the story? What is the solution in the story	(I) identify the importance of the setting to a story's meaning (1-3); and (J) recognize the story problem(s) or plot (1-3).	✓	T	T	T	identify the setting of a story <ul style="list-style-type: none"> • time • place • importance to the story. Examples: Why did the author use the dark forest as the setting? How would it be different if the story took place in the city instead of on the farm?	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	What is the solution in the story	(J) recognize the story problem(s) or plot (1-3).	✓	T	T	T	extract appropriate and significant information from the text, including problems and solutions.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Reading Obj. 3	3.9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. What strategies can you use to help you understand the sequence of a selection?	(C) retell or act out the order of important events in stories (K-3);	✓	T	T	T	identify and arrange the order in which events happen in a story <ul style="list-style-type: none"> • first • next • last using graphic organizers resequence major story events.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Reading Obj. 3		(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	✓	✓ T	✓ T	✓ T	demonstrate comprehension in a visual representation using <ul style="list-style-type: none"> • story element charts • problem and solution charts 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	3.11 The student analyzes the characteristics of various types of texts.	(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	✓	✓ T	✓ T	✓ T	identify characteristics and explain the function of <ul style="list-style-type: none"> • lists (linear format, to organize) • newsletters (paragraph format, to inform) • signs (pictorial with or without brief text, to inform) 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	What are the different types of texts and what are their purposes?	(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	✓	✓ T	✓ T	✓ T	identify the genre of a text and support his/her choice by defining its characteristics <ul style="list-style-type: none"> • stories (characters, setting, problem, events, resolution or solution, theme or moral, format include novels and short stories) • poems (rhythm, rhyme—when applicable, formats include stanzas and Haiku) 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

Reading Obj. 4	<p>3.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>What pictures do you see in your mind as you are reading?</p> <p>How can you tell the difference between fact and opinion</p>	<p>(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);</p>	✓	✓ T	✓ T	✓ T	<p>generate and explain inferences from texts using examples from the text to support his/her inference through</p> <ul style="list-style-type: none"> • predicting outcomes in stories and articles. • drawing conclusions. 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
	<p>How can you tell the difference between fact and opinion</p>	<p>(J) distinguish fact from opinion in various texts, including news stories and advertisements (3);</p>	✓	✓ T	✓ T	✓ T	<p>distinguish between fact and opinion statements by identifying opinion words in stories, advertisements, flyers. such as:</p> <ul style="list-style-type: none"> • good/wonderful/terrific/ pretty • bad/terrible/awful <p>generate opinion statements using verb or adjective opinion words.</p>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
	<p>3.10 The student responds to various texts.</p> <p>How can you demonstrate that you understood what you read?</p>	<p>(C) support interpretations or conclusions with examples drawn from text (2-3); and</p>	✓	✓ T	✓ T	✓ T	<p>locate examples from text to support interpretations or conclusions by</p> <ul style="list-style-type: none"> • identifying supporting details • identifying/generating main ideas. 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 1	3.14 The student writes for a variety of audiences and in various forms. What are the features of a poem? What are the features of a letter?	(A) write to record ideas and reflections. (B) write to discover, develop, and refine ideas. (D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain.	✓	✓	T	✓	identify features of poetry and write a poem of his/her own. identify features of a letter and generate several types of letters with correct format.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	3.18 The student selects and uses writing process for self-initiated and assigned writing What are the characteristics of a narrative piece?	(B) develop drafts.	✓	✓	T	✓	complete a prewriting for a narrative prompt and write a draft from the prewriting, choosing details that support the main idea.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources
	<p>3.15 The student composes original texts using the conventions of written language such as capitalization and penman-ship to communicate clearly.</p> <p>What is the correct formation of cursive letters?</p>	(A) gain more proficient control of all aspects of penmanship	✓	✓	T	✓	<p>learn through practice the following cursive letter formations by</p> <ul style="list-style-type: none"> • writing i,t,u,w,e,l,b,h,k,r,s,f,p,j using cursive writing 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

Writing Obj. 1, 3, 5	<p>3.18 The student selects and uses writing process for self-initiated and assigned writing.</p> <p>How can you make your writing more interesting?</p>	(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images	✓	✓	T	✓	<p>revise selected drafts for/to:</p> <ul style="list-style-type: none"> • elaboration and word choice in a personal narrative. • time-order words in a personal narrative. • change 5 common verbs to vivid, more precise verbs. • use a grabber in paragraph one. 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
Writing Obj. 2, 6	<p>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</p> <p>Do you know when to use a capital letter?</p> <p>Do you know how to use end marks correctly?</p>	(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. (B)(ii) use capitalization and punctuation such as commas, hyphens, proper nouns, and abbreviations (3/SLA).	✓	✓	T	✓	<p>compose original texts and edit writing by punctuating sentences correctly using capital letters and end marks</p>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

Writing Obj. 2	3.16 The student spells proficiently. Are the words spelled correctly in your writing?	(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);	✓	✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> • double consonant –ll, –ss, and –ft • final consonant clusters –ck, –sh, and –ch • short vowels • long a, long e, long l, long o, and long u 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(A)(ii) write with more proficient spelling using silent letters in syllables, diersis marks, written accents, and spelling patterns using q/c/k, b/v, r/rr, y/ll, c/h/g or ch, g/j, j/x, i/y, and s/c/z (2-3/SLA)	✓	✓	✓ T	✓	<ul style="list-style-type: none"> • write words with silent letters correctly • write words with r/rr correctly • write words with plurals ending in z correctly • use z before ao • use v after n • use u and c before ei 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(B) spell multi-syllabic words using regularly spelled phonogram patterns (3);		✓	✓ T		write compound words correctly.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2	3.16 The student spells proficiently. Are the words spelled correctly in your writing?	(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);		✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> • plural nouns that end in –s, -es, and -ies 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(C) (ii) write with more proficient spelling of inflectional endings, including verb tenses and plurals of words ending in z such as lapis-lápices (3/SLA);		✓	✓ T	✓	write words correctly that contain the following patterns:	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(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);		✓	✓ T	✓	write words correctly that contain the following spelling patterns:	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(D)(ii) write with more proficient use of orthographic patterns and rules such as qu together, using n before v, m before b, and m before p, changing z to c when adding -es (2-3/SLA)		✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> • words with w/r, rr 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2	3.16 The student spells proficiently. Are the words spelled correctly in your writing?	(E) write with more proficient spelling of contractions, compounds, and homonyms, such as hair-hare and bear-bare (3). (E)(ii) write with more proficient spelling of contractions, compounds, and homonyms such as casar-cazar and cocer-coser (3/SLA)		✓	✓ T	✓	write words that contain compound words correctly. write homonyms and words from the 4 th High Frequency list correctly.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6); (Not applicable to SLA)		✓	✓ T	✓	write words that contain the following spelling patterns:	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(G) spell words ending in -tion and -sion such as station and procession (3); (Not applicable to SLA)		✓	✓ T	✓	write words that contain the following spelling patterns:	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2	<p>3.17 The student composes meaningful texts applying knowledge of grammar and usage.</p> <p>What are regular and irregular plural nouns and verbs?</p>	(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);		✓	T	✓	<p>identify singular and plural forms of regular nouns and adjust verbs for agreement as listed:</p> <ul style="list-style-type: none"> • nouns and uses them in sentences 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
Writing Obj. 2, 4	<p>3.17 The student composes meaningful texts applying knowledge or grammar and usage.</p> <p>Can you make your writing more interesting?</p>	(D) compose sentences with interesting, elaborated, subjects (2-3)		✓	T	✓	<p>include in his/her writing sentences that contain:</p> <ul style="list-style-type: none"> • statements and questions • commands and exclamations • compound sentences • simple sentences 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2, 5	3.17 The student composes meaningful texts applying knowledge of grammar and usage. Can you correct your own writing?	(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)	✓	✓ T	✓	✓	edit his/her own writing by correcting run-on sentences, as <ul style="list-style-type: none"> • Simple sentences • Compound sentences with punctuation and coordinator. 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(F) use verb tense such as present preterite, and future appropriately and consistently (2-6/SLA) (Not applicable to ELA)		✓	✓ T	✓		McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 2, 4	3.18 The student selects and uses writing process for self-initiated and assigned writing. Can you edit your own writing and the writing of others?	(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	✓	✓	✓ T	✓	edit his/her writing for: <ul style="list-style-type: none"> • mechanics • grammar • spelling in a narrative writing piece	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide
Irving Independent School District
3rd Grade
1st Six Weeks

Essential Questions:

- How do I use spoken, written, and visual language for learning?
- How do I use printed and non-printed materials to learn new information?
- How do I communicate what I know to others?
- What strategies can I use to understand what I read?

TAKS	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	2 nd	3 rd	4 th	5 th	Observable Behaviors <i>The student will . . .</i>	Resources

Writing Obj. 2	<p>3.19 The student evaluates his/her own writing and the writing of others.</p> <p>What are the characteristics of an effective personal narrative?</p>	(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	✓	✓	T	✓	discuss with peers and teacher, the most effective features of a narrative and/or personal narrative.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 2, 5,	<p>3.19 The student evaluates his/her own writing and the writing of others.</p> <p>How can I help some-one improve their writing?</p>	(B) respond constructively to others' writing (1-3)	✓	✓	T	✓	revise with a partner (peer editing) a personal narrative focusing on the ideas, content purpose and organization of the piece.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 5	<p>3.19 The student evaluates his/her own writing and the writing of others.</p> <p>How can I evaluate my own writing?</p>	(E) review a collection of his/her own written work to monitor growth as a writer (2-3)	✓	T	✓		<ul style="list-style-type: none"> • review and analyze a collection of his/her own written work to monitor growth as a writer. • choose one piece of writing to be placed in the student's writing portfolio. 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested