

**Language Arts Curriculum Guide**  
**Irving Independent School District**  
**3<sup>rd</sup> Grade**  
**2<sup>nd</sup> Six Weeks**

September 19, 2002

**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 OBJ	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	Focus Question(s)					Observable Behaviors <i>The student will . . .</i>	Resources
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Reading Obj. 1	3.5. The student uses a variety of word identification strategies.	(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);	How do prefixes change the meaning of a word?		✓ 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	McGraw-Hill Reading/Lectura Unit 1
		(E)use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3);	What do you do when you come to an unknown word in reading?	✓	✓	✓ T	✓ T	determine the meaning of unfamiliar word in reading by <ul style="list-style-type: none"> <li>• using (context) the other words in the sentence, example: <i>The cowboy is riding his h_____</i>. The student chooses horse, not house.</li> </ul>	McGraw-Hill Reading/Lectura Unit 1
	3.7 The student reads widely for different purposes in varied sources.	(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and	What sources can you read to locate information?	✓	✓ T	✓ T	✓ T	read and respond in individual, literal, critical, and evaluative ways to: <ul style="list-style-type: none"> <li>• stories</li> <li>• poems</li> <li>• non-fiction texts</li> </ul>	McGraw-Hill Reading/Lectura Unit 1

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Reading Obj. 1	3.8 The student develops an extensive vocabulary.	(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	What resources can you use to improve your vocabulary?	✓	✓ T	✓ T	✓ T	determine meanings of words and alternate word choices using <ul style="list-style-type: none"> <li>• glossary</li> <li>• contextual clues</li> </ul> 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.	McGraw-Hill Reading/Lectura Unit 1
		(C) (ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA); and	(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	What is a synonym?		✓ T	✓ T	✓ T	identify the meaning of words by <ul style="list-style-type: none"> <li>• drawing pictures or cartoons to illustrate synonyms.</li> <li>• recognizing context clues that help determine the meaning of an unknown word.</li> </ul>

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<b>Reading Obj. 1</b>	<b>3.9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	(C) retell or act out the order of important events in stories (K-3);	What strategies can you use to help you understand what you are reading?	✓	✓ T	✓ T	✓ T	organize information or events logically by retelling and evaluating stories and text through writing (review).	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>
		(H) produce summaries of text selections (2-3);	What strategies can you use to help you understand what you are reading?	✓	✓ T	✓ T	✓ T	summarize text by identifying: in narrative text <ul style="list-style-type: none"> <li>• who (characters of a story)</li> <li>• what (events)</li> <li>• where (setting)</li> <li>• when (time period)</li> <li>• why (problem)</li> <li>• how (solution)</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>
<b>Reading Obj. 2</b>	<b>3.11 The student analyzes the characteristics of various types of texts.</b>	(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	Can you describe the characters in the story you have read?	✓	✓ T	✓ T	✓ T	analyze the characters by including: <ul style="list-style-type: none"> <li>• relationships (how the other characters act toward them and the things other story characters say about them)</li> <li>• changes (how the character changes from beginning to end of story)</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>

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Reading Obj. 2	3.11 The student analyzes the characteristics of various types of texts.	(I) identify the importance of the setting to a story's meaning (1-3); and	Why is the setting important to this story?	✓	✓ T	✓ T	✓ T	identify the setting of a story (review) <ul style="list-style-type: none"> <li>• time</li> <li>• place</li> <li>• importance to the story.</li> </ul> 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 the farm?	McGraw-Hill Reading/Lectura Unit 1
		(J) recognize the story problem(s) or plot (1-3).	What is the problem in the story? What is the solution in the story?	✓	✓ T	✓ T	✓ T	extract appropriate and significant information from the text, including problems and solutions (review).	McGraw-Hill Reading/Lectura Unit 1  SOAR Reading Strategies
Reading Obj. 3	3.9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(C) retell or act out the order of important events in stories (K-3);	What strategies can you use to help you understand what you are reading?	✓	✓ T	✓ T	✓ T	identify and arrange the order in which events happen in a story (review) <ul style="list-style-type: none"> <li>• first</li> <li>• next</li> <li>• last</li> </ul> using graphic organizers	McGraw-Hill Reading/Lectura Unit 1  SOAR Reading Strategies

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Reading Obj. 3		(I) represent text information in different ways, including story maps, graphs, and charts (2-3);	What strategies can you use to help you understand what you are reading?	✓	✓ T	✓ T	✓ T	demonstrate comprehension in a visual representation using <ul style="list-style-type: none"> <li>• story element charts</li> <li>• problem and solution charts</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>
	<b>3.11 The student analyzes the characteristics of various types of texts. The student is expected to:</b>	(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	What are the different types of texts and what are their purposes?	✓	✓ T	✓ T	✓ T	identify characteristics and explain the function of <u>charts</u> <ul style="list-style-type: none"> <li>• Side by side format</li> <li>• Organization of charts</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>
		(C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);	What are the different types of texts and what are their purposes?	✓	✓ T	✓ T	✓ T	identify the genre of a text and support his/her choice by defining its characteristics <ul style="list-style-type: none"> <li>• Stories (characters, setting, problem, events, resolution or solution, theme or moral, format include novels and short stories)</li> <li>• Poems (rhythm, rhyme—when applicable, formats include stanzas and Haiku)</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>

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<b>Reading Obj. 4</b>	<b>3.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	What pictures do you see in your mind as you are reading?	✓	✓ T	✓ T	✓ T	make and explain inferences from texts using examples from the text to support his/her inference through <ul style="list-style-type: none"> <li>• predicting outcomes in stories and articles.</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>SOAR Reading Strategies</b>
		(J) distinguish fact from opinion in various texts, including news stories and advertisements (3);	How can you tell the difference between fact and opinion?	✓	✓ T	✓ T	✓ T	distinguish between fact and opinion statements by identifying opinion words such as: <ul style="list-style-type: none"> <li>• good/wonderful/terrific/ pretty</li> <li>• bad/terrible/awful</li> <li>• think/feel/believe</li> <li>• should/would/could</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>
	<b>3.10 The student responds to various texts.</b>	(C) support interpretations or conclusions with examples drawn from text (2-3); and	How can you demonstrate that you understood what you read?	✓	✓ T	✓ T	✓ T	locate examples from text to support interpretations or conclusions by <ul style="list-style-type: none"> <li>• identifying supporting details</li> <li>• main idea</li> </ul>	<b>McGraw-Hill Reading Unit 1</b>  <b>SOAR Reading Strategies</b>

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Writing Obj. 1	<b>3.14 The student writes for a variety of audiences and in various forms.</b>	(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.	What are the features of a poem?	✓	✓	✓ T	✓	identify features of poetry and write a poem of his/her own.	<b>McGraw-Hill Reading/Lectura Unit 1</b>
	<b>3.18 The student selects and uses writing process for self-initiated and assigned writing.</b>	(B) develop drafts.	What are the characteristics of a narrative piece?	✓	✓	✓ T	✓	complete a prewriting for an explanatory prompt and write a draft from the prewriting, elaborating on the main idea and adding details.	<b>McGraw-Hill Reading/Lectura Unit 1</b> <b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
	<b>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</b>	(A) gain more proficient control of all aspects of penmanship	What are the correct formation of cursive letters?	✓	✓	✓ T	✓	learn through practice the following cursive letter formations by <ul style="list-style-type: none"> <li>• writing <b>a, d, g, q, o, and c</b> using cursive writing</li> </ul>	

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Writing Obj. 1, 3, 5	<b>3.18 The student selects and uses writing process for self-initiated and assigned writing.</b>	(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images	How can you make your writing more interesting?	✓	✓	✓ T	✓	revise selected drafts for <ul style="list-style-type: none"> <li>elaboration and word choice in a explanatory writing piece</li> <li>organization</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
Writing Obj. 2, 6	<b>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</b>	(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).	Do you know when to use a capital letter?  Do you know how to use end marks correctly?	✓	✓	✓ T	✓	compose original texts and edit writing by <ul style="list-style-type: none"> <li>capitalizing proper nouns that name days, months, holidays, and book titles</li> <li>identify abbreviations for titles, days, and months</li> <li>using apostrophes in plural nouns and possessive nouns</li> </ul> <u><b>Spanish Language Arts</b></u> <ul style="list-style-type: none"> <li>capitalizing proper nouns, book titles</li> <li>using commas appropriately</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>  <b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>

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Writing Obj. 2	3.16 The student spells proficiently.	(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);  (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)	Are the words spelled correctly in your writing?	✓	✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• beginning with consonant clusters gr, br, pl, sp, spr, and cr</li> </ul> <p><b><u>Spanish Language Arts</u></b> write words correctly that contain</p> <ul style="list-style-type: none"> <li>• accents</li> <li>• the soft c and g</li> <li>• diptongos</li> <li>• agudas, llanas, and esdrújulas</li> </ul>	McGraw-Hill Reading/Lectura Unit 1
		(B) spell multi-syllabic words using regularly spelled phonogram patterns (3);	Are the words spelled correctly in your writing?		✓	✓ T		write words containing common syllable patterns in two syllable words with double consonants, such as office and hammer.	McGraw-Hill Reading/Lectura Unit 1

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Writing Obj. 2	3.16 The student spells proficiently.	(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);	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words correctly that contain the following spelling patterns(review): <ul style="list-style-type: none"> <li>• plural nouns that end in -s, -es, and -ies</li> </ul> <p><b>Spanish Language Arts</b> write verb tenses and plural words correctly (review).</p>	McGraw-Hill Reading/Lectura Unit 1
		(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);	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• words with /tch/and /ch/</li> </ul> <p><b>Spanish Language Arts</b> write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• regular verbs in the present and preterite tense</li> </ul> </p>	McGraw-Hill Reading/Lectura Unit 1
		(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);	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• words with /tch/and /ch/</li> </ul> <p><b>Spanish Language Arts</b> write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• regular verbs in the present and preterite tense</li> </ul> </p>	McGraw-Hill Reading/Lectura Unit 1
		(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)	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> <li>• regular verbs in the present and preterite tense</li> </ul>	McGraw-Hill Reading/Lectura Unit 1

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Writing Obj. 2	<b>3.16 The student spells proficiently.</b>	(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)	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words that contain compound words correctly <ul style="list-style-type: none"> <li>• contractions</li> </ul> <p><b><u>Spanish Language Arts</u></b></p> <ul style="list-style-type: none"> <li>• write words that contain compound words correctly</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>
		(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6); ( <b>Not applicable to SLA</b> )	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words that contain the following spelling patterns:	<b>McGraw-Hill Reading/Lectura Unit 1</b>
		(G) spell words ending in -tion and -sion such as station and procession (3); ( <b>Not applicable to SLA</b> )	Are the words spelled correctly in your writing?		✓	✓ T	✓	write words that contain the following spelling patterns:	<b>McGraw-Hill Reading/Lectura Unit 1</b>

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Writing Obj. 2	<b>3.17 The student composes meaningful texts applying knowledge of grammar and usage.</b>	(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);	What are regular and irregular plural nouns and verbs?		✓	✓ T	✓	identify singular and plural forms of regular nouns and adjust verbs for agreement as listed: <ul style="list-style-type: none"> <li>• nouns and uses them in sentences</li> <li>• singular and plural nouns that end in -ies, -s, and -es</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b>
Writing Obj. 2, 4	<b>3.17 The student composes meaningful texts applying knowledge of grammar and usage.</b>	(D) compose sentences with interesting, elaborated, subjects (2-3)	Can you make your writing more interesting?		✓	✓ T	✓	include in his/her writing sentences that contain: <ul style="list-style-type: none"> <li>• combined sentences with nouns to make a compound subject or a compound predicate</li> </ul>	<b>McGraw-Hill Reading/Lectura Unit 1</b> <b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>

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- 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 OBJ	TEKS Knowledge & Skills	Student Expectation <i>The student is expected to:</i>	Focus Question(s)					Observable Behaviors <i>The student will . . .</i>	Resources
				2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		
Writing Obj. 2, 5	3.17 The student composes meaningful texts applying knowledge of grammar and usage.	(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)	Can you correct your own writing?	✓	✓ T	✓	✓	edit his/her own writing by correcting run-on sentences (review).	<b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
		(E)(ii) edit writing toward standard grammar and usage, including subject-verb agreement/conjugation, number and gender agreement, pronoun agreement, appropriate verb tenses, and articles (2-3/SLA)						<u>Spanish Language Arts</u> use pronouns appropriately. <ul style="list-style-type: none"> <li>• Pronoun agreement</li> </ul>	
		(F) use verb tense such as present, preterite, and future appropriately and consistently (2-6/SLA) ( <b>Not applicable to ELA</b> )	Can you correct your own writing?		✓	✓ T	✓	use appropriate verb tenses consistently.	<b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
Writing Obj. 2, 4	3.18 The student selects and uses writing process for self-initiated and assigned writing.	(D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);	Can you edit your own writing and the writing of others?	✓	✓	✓ T	✓	edit his/her writing for in an explanatory piece: <ul style="list-style-type: none"> <li>• mechanics</li> <li>• grammar</li> <li>• spelling</li> </ul>	<b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>

✓ =taught  
 T=Tested

**Language Arts Curriculum Guide**  
**Irving Independent School District**  
**3<sup>rd</sup> Grade**  
**2<sup>nd</sup> Six Weeks**

September 19, 2002

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Writing Obj. 2	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>	(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	What are the characteristics of an effective personal narrative?	✓	✓	✓ T	✓	Use a checklist to review an explanatory writing piece	<b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
Writing Obj. 2, 5, 6	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>	(B) respond constructively to others' writing (1-3)	How can I help someone improve their writing?	✓	✓	✓ T	✓	revise with a partner (peer editing) an explanatory piece focusing on the ideas and content of the piece.	<b>McGraw-Hill Language Arts/Artes del Lenguaje Unit 1</b>
Writing Obj. 5	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>	(E) review a collection of his/her own written work to monitor growth as a writer (2-3)	How can I evaluate my own writing?	✓	✓	✓ T	✓	<ul style="list-style-type: none"> <li>• review and analyze a collection of his/her own written work to monitor growth as a writer.</li> <li>• choose one piece of writing to be placed in the student's writing portfolio.</li> </ul>	<b>Student Writing Portfolio</b>

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