

GT Language Arts Curriculum Guide – 3rd Grade – Third Six Weeks
Irving Independent School District

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>3.5. The student uses a variety of word identification strategies.</p> <p>How do prefixes change the meaning of a word? What do you do when you come to an unknown word in reading? What do you do when you come to an unknown word in reading?</p>	(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: <ul style="list-style-type: none"> • Adding prefixes to words • Adding suffixes to words • Pre post 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(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; the previous sentence or the following sentence. • Applying rules for subject/verb agreement 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		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	<ul style="list-style-type: none"> • decode and pronounce an unfamiliar word in reading by using common inflections • (context) the other words in the sentence • prefix (ex) regular verbs ending in ar,er, ir	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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Reading Obj. 1	<p>3.8 The student develops an extensive vocabulary.</p> <p>What resources can you use to improve your vocabulary?</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	✓	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.</p>	<p>McGraw-Hill, Grade 4 Junior Great Books</p> <p>3 GT Novel List</p> <p>Project Success</p> <p>GT Grammar Notes</p> <p>Science Booklets</p>
	What is a synonym?	(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).		T	T	T	<p>Recognize and use words with multiple meanings (sentence, school, hard) and determine which meaning is intended from the context of the sentence.</p>	<p>McGraw-Hill, Grade 4 Junior Great Books</p> <p>3 GT Novel List</p> <p>Project Success</p> <p>GT Grammar Notes</p> <p>Science Booklets</p> <p>Nonfiction books</p> <p>Science/SS text</p>

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Reading Obj. 1	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);	✓	✓ T	✓ T	✓ T	organize information or events logically by retelling and evaluating stories and text through writing. (review)	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	What strategies can you use to help you understand what you are reading? What strategies can you use to help you understand what you are reading?	(H) produce summaries of text selections (2-3);	✓	✓ T	✓ T	✓ T	summarize text by identifying key words or elements in narrative text: <ul style="list-style-type: none"> • who (characters of a story) • what (events) • where (setting) • when (time period) • why (problem) • how o(solution) • summarize nonfiction texts (review) 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Reading Obj. 2	3.11 The student analyzes the characteristics of various types of texts. Can you describe the characters in the story you have read?	(H) analyze characters, including their traits, feelings, relationships, and changes (1-3);	✓	✓ T	✓ T	✓ T	Analyze characters by including: <ul style="list-style-type: none"> • conclusions about characters and events in a story • support for conclusions drawn from story 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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Reading Obj. 2	<p>3.11 The student analyzes the characteristics of various types of texts.</p> <p>Why is the setting important to this story?</p>	(I) identify the importance of the setting to a story's meaning (1-3); and	✓	✓ T	✓ T	✓ T	<p>Identify similarities and differences between the setting in two pieces of literary works.</p> <p>Use graphic organizer to illustrate similarities/differences</p>	<p>McGraw-Hill, Grade 4 Junior Great Books</p> <p>3 GT Novel List</p> <p>Project Success</p> <p>GT Grammar Notes</p> <p>Science Booklets</p>
	<p>What is the problem in the story?</p> <p>What is the solution in the story?</p>	(J) recognize the story problem(s) or plot (1-3).	✓	✓ T	✓ T	✓ T	<p>extract appropriate and significant information from the text, including problems and solutions.</p>	<p>McGraw-Hill, Grade 4 Junior Great Books</p> <p>3 GT Novel List</p> <p>Project Success</p> <p>GT Grammar Notes</p> <p>Science Booklets</p>
Reading Obj. 3	<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 the sequence of a selection?</p>	(C) retell or act out the order of important events in stories (K-3);	✓	✓ T	✓ T	✓ T	<p>identify and arrange the order in which events happen in a story (review)</p> <ul style="list-style-type: none"> • first • next • last <p>using graphic organizers</p>	<p>McGraw-Hill, Grade 4 Junior Great Books</p> <p>3 GT Novel List</p> <p>Project Success</p> <p>GT Grammar Notes</p> <p>Science Booklets</p>

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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 (review) <ul style="list-style-type: none"> • main idea and supporting detail charts • story element charts • sequence of events charts • cause/effect chains • informational lists/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 (review) <ul style="list-style-type: none"> • side by side format • organization of elements of information • Venn diagrams 	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 (review) <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) • expository text 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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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>(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 (review)</p> <ul style="list-style-type: none"> • recognizing the main idea by identifying the topic and the major supporting details from a text • 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 such as:</p> <ul style="list-style-type: none"> • good/wonderful/terrific/ pretty (review) • bad/terrible/awful (review) • think/feel/believe • should/would/could 	<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 main ideas that support a summarization 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

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Writing Obj. 1	3.14 The student writes for a variety of audiences and in various forms. What are the features of a tall tale?	(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 a tall tale and write one of his/her own	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 persuasive piece?	(B) develop drafts.	✓	✓	T	✓	complete a prewriting for a persuasive prompt and write draft from the prewriting, practice writing leads and endings, vary verbs, use similes and sense imagery, and 4-5 paragraphs	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. What is the correct formation of cursive letters?	(A) gain more proficient control of all aspects of penmanship	✓	✓	T	✓	learn through practice the following cursive letter formations by <ul style="list-style-type: none"> • writing N, M, V, X, Y, and Z • move up to 2nd 6 weeks 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets Zaner Bloser Handwriting

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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	?	Revised selected drafts for <ul style="list-style-type: none"> • Voice by using strong leads and good endings • Elaboration and word choice in a persuasive letter • Logical progression of ideas • Unique, action verbs • Figurative language 	
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 comma?</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	?	Compose original texts and edit writing by: <ul style="list-style-type: none"> • Using commas in dates and places • Punctuating the greeting and closing of letters 	

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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>	<p>(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images</p>	✓	✓	T	✓	<p>revise selected drafts for/to:</p> <ul style="list-style-type: none"> • elaboration and word choice in an explanatory writing piece • organization (time words and transition) • varied sentences • action verbs • beginnings 	<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 apostrophes correctly?</p>	<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).</p>	✓	✓	T	✓	<p>compose original texts and edit writing by:</p> <ul style="list-style-type: none"> • capitalizing proper nouns that name days, months, holidays, and book titles • identifying abbreviations for titles, days, and months • using apostrophes in plural nouns and possessive nouns 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

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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"> • beginning with consonant clusters gr, br, pl, sp, spr, and cr 	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	✓		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 words containing common syllable patterns in two syllable words with double consonants, such as office and hammer.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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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: <ul style="list-style-type: none"> • words with /tch/ and /ch/ 	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"> • regular verbs in the present and preterite tense 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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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. <ul style="list-style-type: none"> • Contractions • homonyms 	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

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

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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	✓	✓	<ul style="list-style-type: none"> • edit his/her own writing by correcting run-on sentences, adding adjectives 	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	✓		
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 • quotations in a narrative writing piece	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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			2 nd	3 rd	4 th	5 th		

Writing Obj. 2	3.19 The student evaluates his/her own writing and the writing of others. What are the characteristics of an effective personal narrative?	(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);	✓	✓	T	✓	Use a checklist to review an explanatory writing piece.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 2, 5,	3.19 The student evaluates his/her own writing and the writing of others. How can I help some-one improve their writing?	(B) respond constructively to others' writing (1-3)	✓	✓	T	✓	revise with a partner (peer editing) an explanatory piece focusing on the ideas, content, purpose, and organization.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 5	3.19 The student evaluates his/her own writing and the writing of others. How can I evaluate my own writing?	(E) review a collection of his/her own written work to monitor growth as a writer (2-3)	✓	T	✓		review and analyze a collection of his/her own written work to monitor growth as a writer in <ul style="list-style-type: none"> • topic sentences • clear organization • 7 elaborations per body • 8-10 time words • transition in topic sentences • effective introduction (grabber) and closing paragraphs. 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught
T=Tested