

GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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);		✓ T	✓ T	✓ T	decode, pronounce and identify the meaning of words in reading by: <ul style="list-style-type: none"> • Adding suffixes –y, -ly, and –able to change the meaning of a word or the part of speech 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	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?	(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"> • Distinguishing between main verbs and helping verbs • Identify subject/verb agreement • Utilize (context) the other words in the sentence to determine word meaning 	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 • identifying comparative, demonstrative, and possessive adjectives 	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"> • internet website • newspapers • 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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

Reading Obj. 1	3.8 The student develops an extensive vocabulary. What resources can you use to improve your 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 (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	determine meanings of words and alternate word choices using <ul style="list-style-type: none"> • glossary • contextual clues 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 (review).	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	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	Recognize and use words with multiple meanings (<i>sentence, school, hard</i>) and determine which meaning is intended from the context of the sentence (review). Complete word maps with synonyms and antonyms.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets Nonfiction books Science/SS text

✓ =taught
 T=Tested

GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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 in narrative and expository text the difference between main events/information and minor details to produce a summary	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	Identify similarities and differences between the characters in two pieces of literary works Categorize characters by their common traits and/or changes supported by 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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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	✓	✓ T	✓ T	✓ T	Identify similarities and differences between the setting in two pieces of literary works. (review)	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(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. (review) evaluate the significance of a problem and/or solution with preset criteria	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	Locate and arrange the order in which major events happen in a story (review) Retell a story through pictures or dramatization	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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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"> • sequence of events charts • diagram showing hierarchy • cause/effect chains • categories chart • graphs 	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	Distinguish a chart from a list Generate/explain lists, newsletters, and signs in relationship to purpose.	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) • expository text (biography, autobiography, topic) 	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 – 3rd Grade –Fourth 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. 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>	(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);	✓	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"> • forming generalizations based on a story • recognizing clue words associated with generalizations (many, most, usually) • identifying cause and effect relationships 	<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>	(J) distinguish fact from opinion in various texts, including news stories and advertisements (3);	✓	T	T	T	<p>distinguish between fact and opinion statements by identifying opinion words such as:</p> <ul style="list-style-type: none"> • identifying facts and opinions in news articles, editorials, and flyers. 	<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>	(C) support interpretations or conclusions with examples drawn from text (2-3); and	✓	T	T	T	<p>locate examples from text to support interpretations or conclusions by:</p> <ul style="list-style-type: none"> • analyzing author's purpose and point of view in a variety of written texts 	<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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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 compare/contrast prompt and write a draft from the prewriting, practice adding supporting details to main ideas, reorganizing ideas for fluency, and using 8-10 types of elaboration in four 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 writing <ul style="list-style-type: none"> • A, O, D, C, and E 	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets Zaner Bloser Handwriting

✓ =taught
 T=Tested

**GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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
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"> • Sensory details and logical sequence to improve word choice in descriptive paragraphs • Elaboration (6-8 per body paragraph) • Transition words that connect paragraphs • Creating an interesting closing 	
	<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 to separate words in a series • Distinguishing between apostrophes used in possessive nouns and apostrophes used in contractions 	

GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					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>	<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>

✓ =taught
T=Tested

GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					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"> • /th/wh/ch/sh/and tch/ (part review) • /o/ and /u/ • CVC silent (hope) • One-syllable words with blends (drop) 	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 containing verb use of y, ll, and h *(review) 	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. (review)	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 – 3rd Grade –Fourth 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>					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?	(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 suffixes and identify the word’s new meaning write past tense verbs correctly	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: (review) <ul style="list-style-type: none"> • Words with /ar/ /ur/ /or/ /ir/ and /er/ 	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 /ou/ and /oi/ • c+y; v+y (as plurals) 	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"> • Contractions with the word <i>not</i> • Compound words 	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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

Writing Obj. 2	<p>3.16 The student spells proficiently.</p> <p>Are the words spelled correctly in your writing?</p>	<p>(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)</p>		✓	✓	T	✓	<p>write words that contain compound words correctly</p> <ul style="list-style-type: none"> • Compound words • Homonyms and words on 4th High Frequency Word List 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>(G) spell words ending in –tion and –sion such as station and procession (3); (Not applicable to SLA)</p>	<p>write words that contain the following spelling patterns:</p> <ul style="list-style-type: none"> • le • el • al

✓ =taught
 T=Tested

**GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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>	<p>(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);</p>		✓	T	✓	<p>identify singular and plural forms of regular nouns as listed:</p> <ul style="list-style-type: none"> • main and helping verbs • subject-verb agreement in past-tense • action and linking verbs • past tense forms of irregular verbs 	<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>	<p>(D) compose sentences with interesting, elaborated, subjects (2-3)</p>		✓	T	✓	<p>include in his/her writing sentences that contain:</p> <ul style="list-style-type: none"> • simple and compound predicates • simple and compound subjects 	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

GT Language Arts Curriculum Guide – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			2 nd	3 rd	4 th	5 th		

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: <ul style="list-style-type: none"> choosing correct pronoun to match a noun in number or gender identifying subject pronouns identifying object pronouns using pronouns <i>I</i> and <i>me</i> correctly identifying and using possessive pronouns in sentences 	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 and expository writing 	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 – 3rd Grade –Fourth 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>					Observable Behaviors <i>The student will . . .</i>	Resources
			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 writing that compares and contrasts 2 topics or pieces of literature	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) writing that compares and contrasts 2 topics or pieces of literature focusing on ideas, elaboration, contents, 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 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