

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

Reading Obj. 1	<b>3.5. The student uses a variety of word identification strategies.</b>  What is a root 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?	(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"> <li>• Recognizing the term <i>root word</i></li> <li>• Using root words to figure out the meaning of unfamiliar words</li> </ul>	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"> <li>• Identifying verbs that agree with their subject pronouns</li> <li>• (context) the other words in the sentence, example: <i>The cowboy is riding his h_____</i>. The student chooses horse, not house.</li> <li>• Identify what part of speech the unknown word will be.</li> </ul>	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	decode and pronounce an unfamiliar word in reading by <ul style="list-style-type: none"> <li>• identifying comparative, demonstrative, and possessive adjectives</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	<b>3.7 The student reads widely for different purposes in varied sources.</b>  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"> <li>• newspapers</li> <li>• non-fiction texts</li> <li>• textbooks</li> <li>• magazines</li> </ul>	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><b>3.8 The student develops an extensive vocabulary.</b></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"> <li>• glossary</li> <li>• dictionary</li> <li>• contextual clues</li> <li>• thesaurus</li> <li>• synonym finder</li> <li>• multimedia/software</li> <li>• word processing tools; spell check, grammar check</li> </ul> <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 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
	<p>What is a synonym?</p>	(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 (<i>sentence, school, hard</i>) and determine which meaning is intended from the context of the sentence (review).</p>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets Nonfiction books Science/SS text</p>

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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);	✓	✓	✓	✓	organize information or events logically by retelling and evaluating stories and text through writing. (review) <ul style="list-style-type: none"> <li>using the text's structure</li> <li>using progression of ideas</li> </ul>	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 <ul style="list-style-type: none"> <li>show how details support main idea</li> <li>paraphrase text</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
<b>Reading Obj. 2</b>	<b>3.11 The student analyzes the characteristics of various types of texts.</b>  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. (review)  <ul style="list-style-type: none"> <li>What conflicts do the characters experience</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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<b>Reading Obj. 2</b>	<b>3.11 The student analyzes the characteristics of various types of texts.</b>	(I) identify the importance of the setting to a story’s meaning (1-3); and	✓	✓	✓	✓	Identify similarities and differences between the setting in two pieces of literary works. (review) <ul style="list-style-type: none"> <li>• Identify details in a story that relate directly to the setting</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	Why is the setting important to this story?  What is the problem in the story?  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. (review)	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
<b>Reading Obj. 3</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);	✓	✓	✓	✓	Locate and arrange the order in which major events happen in a story (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?							

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<b>Reading Obj. 3</b>		(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"> <li>• main idea and supporting details diagram</li> <li>• fact v. fable chart</li> <li>• fact v nonfact chart</li> <li>• sequence of events chart</li> <li>• problem and solution chart</li> <li>• timeline</li> <li>• story elements chart</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	<b>3.11 The student analyzes the characteristics of various types of texts.</b>  What are the different types of texts and what are their purposes?	(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);	✓	T	T	T	distinguish between <ul style="list-style-type: none"> <li>• a newspaper and a newsletter</li> <li>• signs that inform and signs that persuade</li> <li>• propaganda and advertisement</li> <li>• identify purpose of a list, newsletter or sign</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
		(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"> <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> expository (science/social studies)	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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<b>Reading Obj. 4</b>	<p><b>3.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b></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>	✓	✓	✓	✓	<p>make and explain inferences from texts using examples from the text to support his/her inference through: (review)</p> <ul style="list-style-type: none"> <li>• forming generalizations based on a story</li> <li>• recognizing clue words associated with generalizations (many, most, usually)</li> <li>• identifying cause and effect relationships</li> </ul>	<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>	✓	✓	✓	✓	<p>distinguish between fact and opinion statements by identifying opinion words such as:</p> <ul style="list-style-type: none"> <li>• identifying facts and opinions in a news article</li> </ul>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
	<p><b>3.10 The student responds to various texts.</b></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>	✓	✓	✓	✓	<p>locate examples from text to support interpretations or conclusions by:</p> <ul style="list-style-type: none"> <li>• making judgments and evaluates decisions</li> <li>• using cause and effect</li> </ul>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>

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<b>Writing Obj. 1</b>	<b>3.14 The student writes for a variety of audiences and in various forms.</b>  What are the features of a book review?	(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 book review 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
	<b>3.18 The student selects and uses writing process for self-initiated and assigned writing</b>  What are the characteristics of an informative piece?	(B) develop drafts.	✓	✓	✓ T	✓	complete a prewriting for an informative prompt and write a draft from the information from an outline. Web of other choice of graphic organizer.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
	<b>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</b>  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"> <li>• N, M, W, H, K, X, U, Y, V, Q, Z</li> <li>• write legibly using cursive for appropriate work</li> </ul>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets Zaner Blosler Handwriting

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Writing Obj. 1,3,5	<p><b>3.18 The student selects and uses writing process for self-initiated and assigned writing.</b></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	?	?	?	?	revise selected drafts for <ul style="list-style-type: none"> <li>• elaboration and word choice in an expository writing</li> <li>• logical sequence and organization</li> <li>• transition words that connect paragraphs</li> <li>• deleting, combining, or rearranging text as needed</li> </ul>	
	<p><b>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</b></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).	?	?	?	?	compose original texts and edit writing by: <ul style="list-style-type: none"> <li>• capitalizing <i>i</i></li> <li>• identifying and using pronoun-verb contractions in sentences</li> <li>• identifying possessive pronouns</li> </ul>	

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Writing Obj. 1, 3, 5	<p><b>3.18 The student selects and uses writing process for self-initiated and assigned writing.</b></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"> <li>• elaboration and word choice in an explanatory writing piece</li> <li>• organization (time words and transition)</li> <li>• varied sentences</li> <li>• action verbs</li> <li>• beginnings</li> </ul>	<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><b>3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.</b></p> <p>Do you know when to use a comma?</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"> <li>• capitalizing proper nouns that name days, months, holidays, and book titles</li> <li>• identifying abbreviations for titles, days, and months</li> <li>• using apostrophes in plural nouns and possessive nouns</li> </ul>	<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	<b>3.16 The student spells proficiently.</b>  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"> <li>• soft c</li> <li>• soft g</li> </ul> identify spelling patterns in a list of words	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"> <li>• Write words containing verb use of y, ll, and h *(review)</li> </ul>	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 hammer and office. (review)	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	<b>3.16 The student spells proficiently.</b>  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 nouns correctly that contain suffixes and identify the word's new meaning (review)	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 spelling patterns: (review) <ul style="list-style-type: none"> <li>• Words with /ar/ /ur/ /or/ /ir/ and /er/</li> </ul>	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"> <li>• Words with /ou/ and /oi/</li> <li>• c+y; v+y (as plurals)</li> </ul>	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"> <li>• Contractions with the word <i>not</i></li> <li>• Compound words</li> </ul>	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	<p><b>3.16 The student spells proficiently.</b></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"> <li>• pronoun-verb contractions in sentences</li> <li>• contractions</li> <li>• homophones</li> </ul>	<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>		✓	✓ T	✓	<p>write words that contain the following spelling patterns:</p> <ul style="list-style-type: none"> <li>• le</li> <li>• el</li> <li>• al</li> </ul>	<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 – 3<sup>rd</sup> Grade –Fifth 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?

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<b>Writing Obj. 2</b>	<p><b>3.17 The student composes meaningful texts applying knowledge of grammar and usage.</b></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"> <li>• verbs which agree with their subject pronouns and uses them in writing</li> </ul>	<p>McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets</p>
<b>Writing Obj. 2, 4</b>	<p><b>3.17 The student composes meaningful texts applying knowledge or grammar and usage.</b></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 simple predicates: (review)</p> <ul style="list-style-type: none"> <li>• elaborate a simple subject and identify elaborations used</li> </ul>	<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, 5	<b>3.17 The student composes meaningful texts applying knowledge of grammar and usage.</b>  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: (review) <ul style="list-style-type: none"> <li>• choosing correct pronoun to match a noun in number or gender</li> <li>• identifying subject pronouns</li> <li>• identifying object pronouns</li> <li>• using pronouns <i>I</i> and <i>me</i> correctly</li> <li>• identifying and using possessive pronouns in sentences</li> </ul>	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	<b>3.18 The student selects and uses writing process for self-initiated and assigned writing.</b>  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"> <li>• mechanics</li> <li>• grammar</li> <li>• spelling</li> </ul> in a narrative and classificatory writing piece	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

✓ =taught  
 T=Tested

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Writing Obj. 2	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>  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 informative piece of writing	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 2, 5,	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>  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 expository writing piece focusing on the content and clarity of the piece.	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets
Writing Obj. 5	<b>3.19 The student evaluates his/her own writing and the writing of others.</b>  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	✓		<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>	McGraw-Hill, Grade 4 Junior Great Books 3 GT Novel List Project Success GT Grammar Notes Science Booklets

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