

GT Language Arts Curriculum Guide – 3rd Grade –Sixth 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>	Focus Question(s)					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);	What is a root word?		✓ T	✓ T	✓ T	<ul style="list-style-type: none"> • Decode, pronounce and identify the meaning or words in reading by spelling word with suffixes-y, -ly, -able, -ness, and -tion correctly. 	<ul style="list-style-type: none"> • Novel list 3rd GT • McGraw Hill Reading-4th • McGraw Hill LA-4th
		(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"> • Identifying adjectives and the nouns they describe • Identifying adverbs and the verbs they describe • (context) the other words in the sentence, example: The cowboy is riding his h_____. The student chooses horse, not house. 	<ul style="list-style-type: none"> • Jr. Great books Level 4 • Project Success
		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);	What do you do when you come to an unknown word in reading?	✓	✓	✓ T	✓ T	decode and pronounce an unfamiliar word in reading by using <ul style="list-style-type: none"> • common inflections • identifying comparative, demonstrative, and possessive adjectives. 	

✓ =taught
T=Tested

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	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"> • stories • poems • textbooks • magazines Students will complete a reader response journal.	

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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 (C) (ii) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings (2-3/SLA); and	What resources can you use to improve your vocabulary?	✓	✓ T	✓ T	✓ T	determine meanings of words and alternate word choices using (review) <ul style="list-style-type: none"> • glossary • dictionary • contextual clues • thesaurus • synonym finder • word processing tools; spell check, grammar check 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.	
		(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).	What is a multiple meaning word?		✓ T	✓ T	✓ T	Recognize and use words with <ul style="list-style-type: none"> ▪ multiple meanings ▪ context clues to determine the meaning of multiple words 	

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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);	What strategies can you use to help you understand what you are reading?	✓	✓	T	T	organize information or events logically by retelling and evaluating stories and text through writing. (review) Students will complete graphic organizers.	
		(H) produce summaries of text selections (2-3);	What strategies can you use to help your understand what you are reading?	✓	✓	T	T	summarize text by identifying in narrative and expository text the difference between main events and minor details to produce a summary. <ul style="list-style-type: none"> • paraphrase and summarize a given piece of text.. 	
Reading Obj. 2	3.11 The student analyzes the characteristics of various types of texts.	(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	Analyze characters by including <ul style="list-style-type: none"> ▪ changes; relationships; traits; conclusions about characters and events in a story. ▪ point of view Students will construct a character trait chart.	

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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?	✓	✓	✓	✓	Identify similarities and differences between the setting in two pieces of literary works. (review) • Describe how setting effects the problem resolution Students will compare/contrast 2 pieces of literature.	
		(J) recognize the story problem(s) or plot (1-3).	What is the problem in the story? What is the solution in the story?	✓	✓	✓	✓	extract appropriate and significant information from the text, including problems and solutions. (review)	
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?	✓	✓	✓	✓	Locate and arrange the order in which major events happen in a story (review)	

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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"> • comparison chart • story map • story frame 	
	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);	What are the different types or texts and what are their purposes?	✓	✓ T	✓ T	✓ T	review characteristics and functions of <ul style="list-style-type: none"> • lists • newsletters • signs • charts • newspapers 	

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		(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"> • stories (characters, setting, problem, events, resolution or solution, theme or moral, format include novels and short stories) • identify type of fiction; realistic, historical, fantasy • poems (rhythm, rhyme—when applicable, formats include stanzas and Haiku) • informational textbook 	

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Reading Obj. 4	3.9 The student uses a variety of strategies to comprehend selections read aloud and selections read independently.	(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?	✓	✓	✓	✓	make and explain inferences from texts using examples from the text to support his/her inference through: (review)	
				T	T	T	<ul style="list-style-type: none"> recognizing clues that help to make inferences using story clues to make and explain inferences using evidence from text to draw conclusions 		
		(J) distinguish fact from opinion in various texts, including news stories and advertisements (3);	How can you tell the difference between fact and opinion?	✓	✓	✓	✓	distinguish between fact and opinion statements by identifying opinion words such as:	<ul style="list-style-type: none"> identifying opinion words identifying facts and opinions in an advertisement
	3.10 The student responds to various texts.	(C) support interpretations or conclusions with examples drawn from text (2-3); and	How can you demonstrate that you understood what you read?	✓	✓	✓	✓	locate examples from text to support interpretations or conclusions by:	<ul style="list-style-type: none"> evaluating an author's purpose and point of view.

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Writing Obj. 1	3.14 The student writes for a variety of audiences and in various forms.	(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 research report?	✓	✓	T	✓	Identify features of a research report and write one of his/her own	
	3.18 The student selects and uses writing process for self-initiated and assigned writing	(B) develop drafts.	What are the characteristics of a narrative piece?	✓	✓	T	✓	complete a prewriting for a narrative prompt and write a draft from the prewriting using organization and sentence fluency.	

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	3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	(A) gain more proficient control of all aspects of penmanship	What are the correct formation cursive letters?	✓	✓	T	✓	learn through practice the following cursive letter formations by writing <ul style="list-style-type: none"> • P,R,B,T,F,G,S,and L 	
Writing Obj. 1,3,5	3.18 The student selects and uses writing process for self-initiated and assigned writing.	(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"> • beginning, middle and end of a story • Elaboration and word choice • Creating an interesting introduction and closing 	

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Writing Obj. 2, 6	3.15 The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.	(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 comma? Do you know how to use quotation marks?	✓	✓	✓ T	✓	compose original texts and edit writing by: <ul style="list-style-type: none"> Using commas after a noun of direct address Using a comma after <i>yes</i> and <i>no</i> when they begin a sentence Using quotation marks at the beginning and end of a direct quotation 	

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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);	Are the words spelled correctly in your writing?	✓	✓	✓ T	✓	Write words correctly that contain the following spelling patterns: <ul style="list-style-type: none"> Soft c,g Long and short vowels Consonant clusters Double consonants 	
		(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	✓		
		(B) spell multi-syllabic words using regularly spelled phonogram patterns (3):	Are the words spelled correctly in your writing?		✓	✓ T		<ul style="list-style-type: none"> Write words containing common syllable patterns in two syllable words with double consonants, such as hammer and office Write compound words correctly (review) 	
		(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 (e);	Are the words spelled correctly in your writing?		✓	✓ T	✓	<ul style="list-style-type: none"> Write words correctly that contain the following spelling patterns suffixes 	

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Writing Obj. 2	3.16 The student spells proficiently.	(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 patterns:	
		(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"> • Words with /ar / /ur/ /or/ /ir/ and /er/ • Words with /ou/ and /oi/ 	
		(D) ii) write with more proficient use of orthographic patterns and rules such as qu together, using no 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:	

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Writing Obj. 2	3.16 The student spells proficiently.	(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"> • synonyms and antonyms • homophones 	
		(F) write with accurate spelling of syllable constructions such as closed, open, consonant before –le, and syllable boundary patterns (3-6); (Not applicable to SLA)	Are the words spelled correctly in your writing?		✓	✓ T	✓	Write words that contain the following spelling patterns:	
		(G) spell words ending in-tion and –sion such as station and procession (3); (Not applicable to SLA)	Are the words spelled correctly in your writing?		✓	✓ T	✓	Write words that contain the following spelling patterns:	

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Writing Obj. 2	3.17 The student composes meaningful texts applying knowledge of grammar and usage.	(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);	Where 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"> • present, past, and future tense verbs • subject-verb agreement in sentences 	

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Writing Obj. 2, 4	3.17 The student composes meaningful texts applying knowledge of grammar and usage.	(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"> • present, past, and future tense verbs • subject-verb agreement in sentences 	
Writing Obj. 2, 4	3.17 The student composes meaningful texts applying knowledge of grammar and usage.	(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"> • adjectives • articles and uses them to complete sentences • adverbs • combined sentences with adjectives or adverbs 	

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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: (review) <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 	
		(F) use verb tense such as present preterite, and future appropriately and consistently (2-6/SLA) (Not applicable to ELA)	Can you correct your own writing?		✓	✓ T	✓		
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: <ul style="list-style-type: none"> • mechanics • grammar • spelling in a narrative writing piece	

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Writing Obj. 2	3.19 The student evaluates his/her own writing and the writing of others.	(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 narrative piece?	✓	✓	T	✓	Use a checklist to review a narrative piece.	
Writing Obj. 2, 5, 6	3.19 The student evaluates his/her own writing and the writing of others.	(B) respond constructively to others' writing (1-3)	How can I help someone improve their writing?	✓	✓	T	✓	revise with a partner (peer editing) a narrative piece focusing on the content and fluency of the piece.	
Writing Obj. 5	3.19 The student evaluates his/her own writing and the writing of others.	(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"> 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 	

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