**Task Analysis: Language Arts-Third Grade**

**Goal 1:** The learner will apply enabling strategies and skills to read and write

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| 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks.) | - Identify word chunks and familiar sounds  
- Identify vowel patterns (ex. –oi, -oy, -aw, -ought, -ight, -ough, -ey)  
- Identify spelling patterns  
- Pronounce the chunks and familiar sounds, and/or vowel patterns  
- Break words apart by identifying roots, prefixes, and suffixes  
- Use reference materials (dictionary/glossary) to confirm decoding and pronunciation  
- Break words down into syllables (vc/cv, v/cv, vc/c, c+le, etc.) | Word chunks  
Vowel patterns  
Roots  
Prefixes  
Suffixes  
Dictionary  
Glossary  
Decode  
Pronunciation  
Syllable | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |

**Possible Essential Question:**

What can I do to read unknown multisyllabic word?

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## Task Analysis

### Language Arts

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</table>
| 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension. | • Identify prefixes/suffixes in a given word  
• Define the meaning of the prefixes or suffix  
• Identify the root word  
• Define the meaning of the root word  
• Define the meaning of the word with the prefix/suffix with the root word | Prefix  
Suffix  
Root word | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |

### Possible Essential Questions:

How can I use prefixes and suffixes to read and understand unfamiliar words in texts?
### Task Analysis

Subject: Language Arts

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| 1.03 Integrate prior experiences and all sources of information in the text (graphophonics, syntactic, and semantic) when reading orally and silently. | • Identify graphophonics (spelling patterns)  
• Determine if the syntax (word order, sentence structure) makes sense  
• Determine if the semantics (meaning of words) makes sense  
• Combine prior knowledge, graphophonics, semantics, and syntax when reading orally or silently  
• Model the thinking good readers do by using knowledge about decoding, context clues, and language patterns to figure out unfamiliar words | Spelling patterns  
Word order  
Sentence structure  
Prior knowledge  
Context clues  
Language patterns | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Theasauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |

### Possible Essential Questions:

How do my prior experiences help me understand the text?  
How can I use all sources of information in the text when I read?  
What do I do when I come to a word I don’t know?
## Task Analysis
### Language Arts

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| 1.04 Increase sight, reading, and writing vocabulary: wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, studying author’s craft. | - Read a wide variety of text from different genres and topics  
- Examine the graphophonics (spelling patterns) of words including regularities and irregularities, spelling rules, and syllabication of words through word study  
- Explore new words and their meaning (semantics) through word study  
- Debate various topics by choosing a position and providing support  
- Fully and openly discuss topics by considering various positions  
- Listen to determine the meaning of words during discussions, book talks, book clubs, seminars, reading groups, and literature circle groups  
- Listen to identify unknown words and generate questions to determine meanings  
- Use new words learned in writing pieces  
- Examine language used by author | Genre  
Topic  
Spelling patterns  
Spelling rules  
Syllables  
Syllabication  
Debate  
Role play  
Author’s craft  
Discussions  
Book talks  
Book clubs  
Seminars  
Reading groups  
Literature circles | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |
Possible Essential Questions:

How can graphophonics (spelling patterns) help me read unknown words?

How can a word study help me increase my vocabulary?

How can I discuss interesting words used in text during book clubs, seminars, etc.?
### Task Analysis

#### Language Arts

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| **1.05 Use word reference materials** (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words. | - Explain the purpose of reference materials (dictionary, glossary, thesaurus)  
- Identify the parts of reference materials (guide words, pronunciation key, syllable breaks, parts of speech, & word definitions)  
- Explain how to use these reference materials  
- Compare and contrast various reference materials  
- Justify when to use the various reference materials  
- Utilize text structures of various reference materials (alphabetical order) to efficiently confirm decoding, verify spelling and extend meaning of words | Dictionary  
Glossary  
Thesaurus  
Guide words  
Pronunciation key  
Syllable breaks  
Parts of speech  
word definitions  
Compare/contrast  
Alphabetical order | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |

**Possible Essential Questions:**

- How can I know that the information I read is correct?
- How can I use other resources to learn more about words and to check my spelling?
## Task Analysis

### Language Arts

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| 1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: | - Read a variety of text on his/her independent reading level orally with accuracy and expression at an appropriate rate  
- Compare and contrast the similarities and differences between the texts to other content areas, text-to-text, text-to-self | Text  
Expression  
Vocabulary | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionarys  
Glossaries  
Thesaurus  
Letter tiles  
Flash cards  
Study Island/Success Maker |
Possible Essential Questions:

How can I choose appropriate reading materials?

How can reading a variety of texts extend my vocabulary?
Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

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| 2.01 Use megacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell. | Use metacognitive strategies to:  
- Access prior knowledge  
- Identify the text features  
- Determine the purpose for reading  
- Visualize the author’s message  
- Reread  
- Read ahead  
- Ask for help  
- Adjust reading speed  
- Question  
- Paraphrase  
- Retell/think aloud | Text features  
Paraphrase  
Author’s message  
Retell/think aloud  
Headings  
Subheadings  
Bold print  
Italic  
Parenthesis  
Paragraph structure  
Mood | Language Arts Basal  
Short passages  
Guided reading  
Library/AR  
Newspapers  
Magazines  
Journals  
Varied writing programs  
Fiction  
Nonfiction  
Poetry  
Encyclopedia  
Graphic organizers  
Internet  
Study Island/Success Maker |
Possible Essential Questions:

What do I know about the topic?

How can paraphrasing while reading help me to comprehend the text?

How is the text organized?

Why am I reading the text? (Do I need to read the entire text or just a portion of the text?)

Can I picture what the author is trying to say?
## Task Analysis

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| 2.02 Interact with the text before, during, and after reading, listenting, or viewing by: | - Set a purpose for reading  
- Choose a purpose for reading (before)  
- Evaluate whether the purpose was achieved (after)  
- Preview the text before reading  
- Examine the pictures and read any captions  
- Read the title, subtitles, and content headings  
- Read the first and last sentence/paragraph  
- Make predictions before reading  
- Read the title of the selection  
- Ask, “What do you think the selection will be about?  
- Generalize what might happen using one’s background knowledge  
- Make predictions during reading  
- Select a portion of the text to read  
- Choose a stopping point  
- Think about the selection up to that point | Evaluate  
Preview  
Captions  
Title/Subtitle  
Content headings  
Sentence/paragraph  
Predictions  
Selection  
Background knowledge  
Stopping point  
Evidence  
Questioning  
Point of view  
Key words  
Setting  
Details  
Conflict/solution  
Cause/effect  
Character behaviors  
Encyclopedia | Language Arts  
Basal  
Short passages  
Guided reading  
Library/AR  
Newspapers  
Magazines  
Fiction  
Nonfiction  
Poetry  
Drama  
Encyclopedia  
Graphic organizers  
Internet  
Study  
Island/Success Maker |
| connections  | -Predict what you think will happen next  
| -Using story structure and text organization to comprehend. | -Defend your answer  
| | -Make predictions after reading  
| | -Justify your prediction with evidence from the story  
| | -Compare and contrast your predictions to what actually happened  
| | -Why am I reading this?  
| | -What will I be doing with this information?  
| | -What do I think I will learn?  
| | Ask questions during reading  
| | -Do I have a clear picture in my head?  
| | -Does my reading make sense?  
| | -What can I do to increase my understanding of the text?  
| | Ask questions after reading  
| | -Have I learned what I wanted to learn?  
| | -Should I go back and reread portions of the selection for better understanding?  
| | -Should I get another point of view? What else do I still need to know about this topic?  
| | Locate information for specific purpose  
| | -Use key words to locate specific information (setting, important details, conflict/solution, cause/effect, | Primary text  
| | Story structure  
| | Text organization  
| | Genre  
| | Author’s purpose  
| | Fact/opinion  
<p>| | Etc. |</p>
<table>
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<tr>
<th>character behavior, etc)</th>
</tr>
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<tr>
<td>- Extract additional information from other sources (internet, encyclopedia, magazines, newspapers, etc)</td>
</tr>
<tr>
<td>- Determine how the information further explains what the primary text has stated</td>
</tr>
<tr>
<td>Make connections with previous experiences, information, and ideas by asking:</td>
</tr>
<tr>
<td>- Has anything like this happened to me?</td>
</tr>
<tr>
<td>- How does this story/book remind me of other stories/books?</td>
</tr>
<tr>
<td>- Did I like this book? Why or why not?</td>
</tr>
<tr>
<td>- What else did I learn about ___ as I was reading this book?</td>
</tr>
<tr>
<td>Use story structures and text organizations to comprehend by:</td>
</tr>
<tr>
<td>- Identify the genre (text type)</td>
</tr>
<tr>
<td>- Determine the author’s purpose</td>
</tr>
<tr>
<td>- Identify story structure (characters, setting, plot, problem/solving/solution) or text organization (cause and effect, fact and opinion, compare and contrast, etc)</td>
</tr>
</tbody>
</table>
Possible Essential Questions:

What strategies do I use to read this text?

How do I set a purpose for reading this text?

How do I know what this text will be about?

Does this story or text remind me of another story, text, or event from my personal experiences?

How did the author organize this text?

How do I make predictions before, during, and after reading the text?

How do I determine cause and effect relationships?

How do I determine the genre of the selection I am reading?
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| 2.03 Read a variety of texts, including:  
  - Fiction (short stories, novels, fantasies, fairy tales, fables).  
  - Nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).  
  - Poetry (proverbs, riddles, limericks, simple poems). | • Distinguish the elements of fiction (which is generally defined as a narrative that is imagined rather than real) and non-fiction (which is intended to provide factual information through text and visual images and the information is verifiable from other sources: integrity, accuracy and authenticity and style and language)  
  • Select different text at school during independent reading blocks of time (self-selected reading, literature circles, guided reading centers, etc.) and during teacher-directed reading blocks (whole group instruction in reading and the content areas)  
  • Select different texts at home for pleasure, selecting texts based on personal interest and/or reading level  
  • Explore different genres and understanding their unique attributes | Elements of fiction  
Non-fiction | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Study Island/Success Maker |
Possible Essential Questions:

What different types of text do I know how to read?

What are the various features of different genres?
## Task Analysis

### Language Arts

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<th>OBJECTIVE 2.04 Identify and interrupt elements of fiction and nonfiction and support by referencing the text to determine the:</th>
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<td>- Name and distinguish the elements of fiction such as the title, setting, characters, plot (problem/conflict), events (sequence), and resolution</td>
</tr>
<tr>
<td>- Recognize the theme as the main point of the story or the most important idea the author wants to get across</td>
</tr>
<tr>
<td>- Go back through the text and specifically identify the main ideas and the details that support it</td>
</tr>
<tr>
<td>- Discover and discuss examples of cause/effect, fact/opinion and figurative language (personification, flashback, metaphors, idioms, etc) used by the author in the text</td>
</tr>
<tr>
<td>- Name and distinguish the elements of non-fiction which is intended to provide factual information though text and visual images and the information is verifiable from other sources (integrity, accuracy and authenticity, and style and language)</td>
</tr>
<tr>
<td>- Use appropriate graphic organizers whenever possible</td>
</tr>
</tbody>
</table>

| Title |
| Setting |
| Characters |
| Plot (problem/conflict) |
| Sequence of events |
| Resolution |
| Theme |
| Main idea/details |
| Figurative language |
| Personification |
| Flashback |
| Metaphors |
| Idioms |
| Similes |
| Graphic organizers |

<p>| Language Arts Basal Supplemental spelling book |
| Phonics workbooks |
| Dictionaries |
| Glossaries |
| Thesauruses |
| Letter tiles |
| Flash cards |
| Graphic organizers |
| Study Island/Success Maker |</p>
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<th>Possible Essential Questions:</th>
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<td>What information in the text helps me better understand the author’s purpose, conflict, plot, cause/effect, fact/opinion, etc.?</td>
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<td>How do I select the most important idea given about a topic?</td>
</tr>
<tr>
<td>How does the author get the theme across in this selection?</td>
</tr>
<tr>
<td>How can using graphic organizers help me understand text structure?</td>
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<tr>
<td>How do I identify the characters goal?</td>
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<td>Do all stories have the same point of view?</td>
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**Language Arts**

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| 2.05 Draw conclusions, make generalizations, and gather support by referencing the text. | - Examine the author’s words and/or the character’s thoughts  
- Apply prior knowledge to generate possible outcomes based on the facts, events, or characters’ actions found in the text  
- Predict a conclusion or generalize after analyzing facts or events presented in the text  
- Discuss conclusions based on the evidence provided in the text  
- Use appropriate graphic organizers whenever possible  
- Outline the key details  
- Record key words and phrases  
- Group the key points to formulate a main idea | Conclusion | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Graphic organizers  
Study Island/Success Maker  
EOG Practices  
United Streaming |

**Possible Essential Questions:**

What clues in the text help me draw conclusions and make generalizations?

Do my conclusions change as I read different genres?
## Task Analysis
### Language Arts

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| 2.06 Summarize main idea(s) from written or spoken texts using succinct language. | - Outline the key details  
- Record key words and phrases  
- Group the key points to formulate a main idea  
- Use appropriate graphic organizers whenever possible | Key details  
Phrases  
Graphic organizers | Language Arts Basal Supplemental spelling book  
Phonics workbooks  
Dictionaries  
Glossaries  
Thesauruses  
Letter tiles  
Flash cards  
Graphic organizers  
Study Island/Success Maker  
EOG Practices  
United Streaming |
Possible Essential Questions:

How do I decide the most important ideas to include in a summary?

How do I determine the main idea of a selection?

How do I summarize information in a text?

How do I break down the larger ideas in a selection?
## Task Analysis

### Language Arts

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<tr>
<td>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</td>
<td>Do a book talk/think aloud to introduce the book</td>
<td>Book talk/think aloud</td>
<td>Language Arts Basal Graphic organizers Study Island/Success Maker EOG Practices United Streaming Trade books Library / AR</td>
</tr>
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**Possible Essential Questions:**

- What is the purpose of reading this text?
- How do I set a clear purpose for reading?
## Task Analysis

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| **2.08 Listen actively by:**  
  o Facing the speaker  
  o Making eye contact  
  o Asking questions to clarify the message  
  o Asking questions to gain additional information and ideas | • Practice good listening behaviors: facing the speaker, keeping eyes on the speaker, asking questions to better understand what is said  
• Create a checklist of active listening behaviors and have students do a self-assessment of their listening to skills when listening to a presentation | Listening behaviors  
Self-assessment Presentation | Checklist for active listening  
Poster of good listening skills |

### Possible Essential Questions:

1. What listening skills show I am paying attention to the speaker?
2. How do I ask questions to clarify what the speaker is saying?
## Task Analysis

### Language Arts

**Goal 3:** The learner will make connections through the use of oral language, written language, media and technology

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<td>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</td>
<td></td>
<td>Genre</td>
<td>Language Arts Basal</td>
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<td>o Considering the differences among genres.</td>
<td>Folktales</td>
<td>Trade books</td>
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<td></td>
<td>o Relating plot, setting, and characters to own experiences and ideas.</td>
<td>Myths</td>
<td>Readers’ theater</td>
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<td>o Considering main character’s point of view</td>
<td>Legends</td>
<td>Encyclopedias</td>
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<td></td>
<td>o Participating in</td>
<td>Epics</td>
<td>internet</td>
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<td></td>
<td>● Identify genres as different kinds of literary texts</td>
<td>Science fiction</td>
<td>Flash cards</td>
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<td></td>
<td>● Fiction: is generally defined as a narrative that is imagined rather than real:</td>
<td>Fantasy</td>
<td>Graphic organizers</td>
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<td></td>
<td>- Traditional literature: folktales, fables, myths, legends, epics</td>
<td>Realism</td>
<td>Study Island/Success</td>
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<td></td>
<td>- Fantasy: science fiction</td>
<td>Realistic fiction</td>
<td>Maker</td>
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<td></td>
<td>- Realism: realistic fiction, historical fiction</td>
<td>Historical fiction</td>
<td>EOG Practices</td>
</tr>
<tr>
<td></td>
<td>● Nonfiction: is intended to provide factual information through text and visual images focusing on one particular topic and the information is verifiable from other sources:</td>
<td>Informational text</td>
<td>United Streaming</td>
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<td></td>
<td>- Informational: science, social studies, mathematics, health, language, arts, recreation</td>
<td>Biography</td>
<td></td>
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<td>- Biography: authentic biography, fictionalized biography, autobiography, memoir</td>
<td>Authentic biography</td>
<td></td>
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<tr>
<td></td>
<td>● Poetry: brings together sounds and words in unique and intriguing ways which may evoke intense imagery and profound meaning using meaning and emotion, figurative language, rhythm, or cadence, and rhyme and sound</td>
<td>Fictionalized biography</td>
<td></td>
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<td></td>
<td></td>
<td>Autobiography</td>
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### creative interpretations

- **Making inferences and drawing conclusions about characters and events,**
- **Reflecting on learning, gaining new insights, and identifying areas for further study**

<table>
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<td>- Drama: students can explore the nature of story, learn about life, empathize with other people, enjoy literature and poetry in an active way, and imagine an experience</td>
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<tr>
<td>- Make text-to-self, text-to-text, and text-to-world connections</td>
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<tr>
<td>- determine from what point of view the story is told</td>
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<td>- create responses to reading using writing, drama, art, music, or dance</td>
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<tr>
<td>- use text-to-self connections and details from the text to make inferences and draw conclusions</td>
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<tr>
<td>- understand new knowledge and insights learned from various text</td>
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<tr>
<th>Memoir Poetry Imagery Figurative language Rhythm Cadence Rhyme Sound patterns Drama Point-of-view Inferences Conclusions Insight</th>
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### Possible Essential Questions:

**After reading the text, how can I share what others what I am teaching?**

**How do I identify the features that define different types of genres?**

**How do I make inferences, draw conclusions, and make connections about characters and events from the text?**
## Task Analysis

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</table>
| 3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text | Use appropriate graphic organizers to:  
- Make comparisons within and across texts  
- Compare and contrast the experiences and feelings of literary characters using evidence cited from text  
- Compare and contrast main events across texts  
- Recognize common themes between two passages | Graphic organizers  
Compare/contrast Literary characters  
Main events Themes | Language Arts Basal Trade Books  
Supplemental spelling book  
Flash cards  
Graphic organizers  
Study Island/Success Maker  
EOG Practices  
United Streaming |

Possible Essential Questions:

How are _____ and _____ alike and different?

How can graphic organizers help me compare and contrast?
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</table>
| 3.03 Use text and own experiences to verify facts concepts, and ideas. | • Make connections  
• Use other sources for verification | Making connections  
Verification facts | Language Arts Basal  
Dictionaries  
Glossaries  
Thesauruses  
Flash cards  
Graphic organizers  
Study Island/Success Maker  
EOG Practice  
United Streaming  
Internet  
Encyclopedias |

Possible Essential Questions:

How do I check the facts, concepts, and ideas in what I read?
## Task Analysis

### Language Arts

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</table>
| 3.04 Make informed judgments about television productions | - Identify the purpose of specific television productions, such as commercial, sitcoms, dramas, cartoons, etc  
- Distinguish between fact and opinion, reality and fantasy  
- Formulate an opinion about a television productions based on particular information | Commercial  
Sitcom  
Cartoon  
Judgment  
Opinion  
Reality  
Fantasy | Television clips  
United streaming  
Magazines (TFK)  
Internet  
Graphic organizers |

### Possible Essential Questions:

- How do I make good choices about information I get from television?
- How do I verify facts, concepts, and ideas about information I get from television?
### Task Analysis

**Language Arts**

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</table>
| 3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps) | * Utilize charts, graphs, diagrams, and maps to classify information  
* Utilize charts, graphs, diagrams, and maps to examine similarities and differences | Charts  
Graphs  
Diagrams  
Maps  
Classify  
Similarities  
Differences | Charts  
Graphs  
Diagrams  
Maps  
Graphic organizers  
Trade books  
Language Arts Basal Leveled readers |

Possible Essential Questions:

How do I compare and contrast printed and visual information?

How do I analyze printed and visual information?
## Task Analysis

### Language Arts

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| 3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks). | - Choose an appropriate topic to research within specific guidelines (with assistance)  
- Derive information from encyclopedias, search engines, and other formal sources (with assistance)  
- Organize and sequence the information obtained from sources (with assistance)  
- Construct a written document (with assistance) | Research  
Encyclopedia  
Search engines  
Sequence document | Encyclopedia  
Internet  
Rubric  
Library  
Graphic organizer  
Word processor |

### Possible Essential Questions:

What resources will help me find the information that I need?

How do I organize the information that I have collected?
## Task Analysis

### Language Arts

**Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.

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</table>
| 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression. | - Attend to fluency and expression when listening to a text being read aloud  
- Demonstrate reading aloud using expression  
- Read aloud a text using feeling and oral presentation skills (fluency and expression)  
- With fluency and expression read a paragraph aloud and explain what you have read | Fluency  
Expression | Short passages  
Tape recorder  
Whisper phones  
Author’s chair  
Teacher read aloud |

**Possible Essential Questions:**  
How do I show expression when I read aloud?  
How do I read aloud with fluency?
## Task Analysis

### Language Arts

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<tr>
<td>4.02 Use oral and written language to:</td>
<td></td>
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</tbody>
</table>
| o Present information in a sequenced, logical manner. | - Identify beginning, middle, end of appropriate text  
- Include beginning, middle, end in writing  
- Apply appropriate transition words  
- Listen attentively and respond to questions and comments made about a topic  
- Ask meaningful questions to gain information about a topic, ideas, or persons  
- Present information and ideas to an audience or small group  
- Retell or narrate a personal experience orally and in written expression  
- Answer open-ended questions orally and in written expression (journals, writing logs...etc)  
- Report information on a topic orally and through written language  
- Explain personal/learning about a topic orally and through written language | Transition words  
Journal  
Log  
Audience  
Narrate  
Retell  
Open-ended  
Explain  
Orally  
Personal narrative | Short passages  
Author’s chair  
Teacher read aloud  
Writing materials  
List of transition words  
Journals  
Graphic organizers  
Word processors  
Dictionaries  
Thesaurus |
<table>
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<tr>
<th>on a topic</th>
<th></th>
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<tbody>
<tr>
<td>o Explain own learning</td>
<td></td>
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</table>

Possible Essential Questions:

- How do I sequence information so that it is clear to my reader or listener?
- How do I become a focused listener?
- How do I choose which information is important to share in a discussion?
- How do I use questioning to keep a conversation going?
- How do I share an experience that I’ve had with others?
## Task Analysis

### Language Arts

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<tr>
<td>4.03 Share written and oral products in a variety of ways (e.g., author’s chair, book making, discussions, presentations).</td>
<td>Share written products from a author’s chairs  -publish written work  -present information</td>
<td>Written product  Publish</td>
<td>Author’s chair  Book making materials  Word processor  Publishing materials  Presentation materials</td>
</tr>
</tbody>
</table>

**Possible Essential Questions:**

What are the different ways that I can share information I have learned?
## Task Analysis

### Language Arts

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| 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). | • Identify the purpose of the writing task  
• Identify varies brainstorming techniques (drawing, mapping, discussing, listing)  
• Determine when to use the various brainstorming techniques  
• Select the appropriate brainstorming strategy based on the purpose of the writing task and the genre  
• Decide which graphic organizer(s) to use with the various brainstorming techniques | Purpose  
Brainstorming  
Mapping  
Discussing  
Listing  
Genre  
Graphic organizer | Sample writing  
List of brainstorming strategies  
List of genres  
Writing materials  
List of transition words  
Journals  
Graphic organizers  
Mini conference |

### Possible Essential Questions:

- How do I come up with topics to write about?
- What strategies can I use to organize my ideas for writing?
- What graphic organizers can I use to organize my ideas before I write?
- How can talking with others help me get ideas before I write?
## Task Analysis

### Language Arts

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| 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form of the oral or written task. | - List the different purposes of writing: to persuade, to inform, to explain, to express, to entertain  
- Explain the different purposes of writing  
- Identify the audience  
- Explore different written and oral forms (formal speech, informal speech, advertisement, cartoon, etc..) to use based on the audience and purpose | purpose  
Persuade  
Inform  
Explain  
Express  
Entertain  
Audience  
Formal Advertisement | Examples of different presentation styles  
Chart paper-identify audience and purpose  
Graphic organizer |

### Possible Essential Questions:

What is my purpose for writing this piece?

Who will be my audience for my writing or presentation?
## Task Analysis

### Language Arts

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<tr>
<td>4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</td>
<td>Compose a draft written with an appropriate organizational pattern utilizing information from a graphic organizer or preliminary plans</td>
<td>Draft&lt;br&gt;Organizational pattern&lt;br&gt;Graphic organizer&lt;br&gt;Preliminary plans</td>
<td>Journal&lt;br&gt;Graphic organizers&lt;br&gt;Brainstorming paper&lt;br&gt;Written examples&lt;br&gt;Topic examples and information&lt;br&gt;Writing rubric</td>
</tr>
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</table>

Possible Essential Questions:

How can I use my graphic organizer or preliminary plans to write a draft?
**Task Analysis**

**Language Arts**

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| 4.07 Compose a variety of fiction, nonfiction, and poetry selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). | • Identify the various organizational patterns or formats for fiction, nonfiction, poetry, and drama  
• Choose the appropriate format for the topic  
• Compose written products in a variety of genre | Fiction  
Nonfiction  
Poetry  
Drama  
Compose | Examples of different genre types and their organizational patterns (poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions)  
Journals  
Dictionaries  
Thesaurus  
Graphic organizers  
Encyclopedias  
Nonfiction text |

Possible Essential Questions:

What is my purpose for writing?

What format should I use to write this piece?

How do I write in different types of genres?
## Task Analysis

### Language Arts

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| 4.08Focus reflections and revision (with assistance) on target elements by: Clarifying ideas. | - Know the basic components of a sentence (subject and predicate)  
- Identify conjunctions and transitional words  
- Apply conjunctions and transitional words to combine short related sentences  
- Re-read text while proofreading for clarity  
- Rearrange text to increase clarity and maximize effectiveness  
- Determine effective word choice to maintain clarity and enhance impact  
- Distinguish between effective and ineffective words  
- Replace overused with better words  
- Substitute an ineffective word with a more effective word or phrase  
- Use a thesaurus to find antonyms and synonyms for words  
- Determine when text is written in an unclear or unsystematic order  
- Identify & use appropriate transitional words | Subject  
Predicate  
Conjunction  
Transition words  
Proofread  
Text  
Clarity  
Effective  
Ineffective  
Antonyms  
Synonyms | List of conjunctions  
List of transition words  
Language Handbook |
Possible Essential Questions:

How do I write/revise for clarify?

How do I write/revise to make my writing more descriptive?

How do I write/revise for sequence and organization of my ideas?

How do I choose more effective words as I revise my writing?

How can I use a thesaurus to find more effective vocabulary?

How do I combine short sentences for better flow of my writing when writing/revising?
## Task Analysis

### Language Arts

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</table>
| 4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions). | - Determine a purpose for writing and choose a genre  
- Identify the conventions that are used in various genres (ex. Personal, narrative, short report, friendly letter, directions, and instructions, etc.)  
- Apply conventions from various writings to new writings | conventions  
Personal narrative  
Short report  
Friendly letter  
Directions  
instructions | Sample passages  
Language Arts Handbook  
Posters  
Basal practice book  
Journals  
Dictionary  
Thesaurus |

Possible Essential Questions:

What steps to follow to write a personal narrative, short report, friendly letter, etc.?
### Task Analysis

#### Language Arts

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| 4.10 Explore technology as a tool to create a written product. | • Explains how technology is used to create a written product  
• Know various software programs to use to organize and present information  
• Identify the program(s) to use to create a written product  
• Utilize spelling and grammar check to edit writing pieces  
• Learn commands and/or steps to copy and paste sentences, delete, underline, bold, italic, and indent | Technology  
Software  
Spelling check  
Grammar check  
Edit  
Copy & paste  
Delete  
Underline  
Bold  
Italic  
indent | computers  
various software programs |

Possible Essential Questions:

How do I use technology to revise edit, and publish your writing?

What computer programs can I use to create a written product?
## Task Analysis
### Language Arts

**Goal 5:** The learner will apply grammar and language conventions to communicate effectively.

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| 5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greeting, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions). | - Correct capitalization:  
- Beginning of a sentence  
- Pronoun /I/  
- Proper nouns (places, names, holidays, special events, titles of books, songs & movies, initials in names, days of week, months, 1st word of greeting & 1 word in closing of a letter, 1st word in a quotation)  
- Correct punctuation  
- Identify punctuation  
- Identify sentence ending punctuation (? Question mark, ! exclamation point, . period)  
- Identify declarative, exclamatory, interrogative, and question sentences  
- Use periods correctly (statements & commands, after an initial in a name)  
- Use question marks correctly (interrogative sentences- questions)  
- Use exclamation points correctly (exclamatory sentence)  
- Use apostrophes correctly (contractions & possessives of nouns) | - Capitalization  
- Pronoun  
- Proper noun  
- Punctuation  
- Question mark  
- Exclamation point  
- Period  
- Declarative  
- Exclamatory  
- Interrogative  
- Question sentences  
- Apostrophes  
- Comma  
- Quotation marks  
- Colon | - Poster of punctuation  
- Language Art Handbook  
- Language Arts Practice Book  
- Sample Items |
- Use commas correctly (after yes, no & well at the beginning of sentence, to set off name of person spoken to, separate words in a series, separate city from state, separate day & year, after greeting of friendly letter & after closing of friendly or business letter, before word /and/, /but/ or in a compound sentence)
- Use quotation marks correctly (before & after a quotation, titles of songs, stories, poems, & articles)
- Use underlining correctly (titles of newspapers, magazines, books, plays, & movies)
- Use colon correctly (after greeting in a business letter)

**Possible Essential Questions:**

*When do I capitalize a letter?*

*What are the types of punctuation using in writing?*

*When do I use the various types of punctuation?*
## Task Analysis

### Language Arts

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</table>
| 5.02 Use correct subject/verb agreement. | - identify verbs and nouns of a sentence  
- identify the subject of a sentence  
- determine if the subject and verb agree in number | Verbs  
Nouns  
Subject | Language Arts Handbook  
Language Arts Workbook  
Poster with list of common verbs |

### Possible Essential Questions:

How do I know that I have subject/verb agreement?
**Task Analysis**

**Language Arts**

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| 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. | • Identify a group of words as a fragment or a sentence  
• Identify proper punctuation with each sentence  
• Define types of sentences  
• Demonstrate proper use of punctuation with the correct type of sentences  
• Create variety of sentences in writing | Fragment sentences  
Punctuation  
Capitalization  
Punctuation Question mark  
Exclamation point  
Declarative  
Exclamatory  
Interrogative  
Question sentences  
Apostrophes  
Comma  
Quotation marks  
Colon | Language Handbook  
Language Practice Book  
Punctuation Poster  
Examples of fragments and sentences  
Sentence strips |

Possible Essential Question: What kinds of sentences can I use to add variety to my writing?
# Task Analysis

## Language Arts

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<td>5.04 Compose two or more paragraphs with:</td>
<td>• Use paragraphs to group similar types of information and ideas</td>
<td>Paragraph</td>
<td>Journal</td>
</tr>
<tr>
<td>Topic sentences.</td>
<td>• Develop two or more paragraphs (5-8 sentences) including:</td>
<td>Summarize</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>Supporting details.</td>
<td>- A sentence that best summarizes the topic</td>
<td>Concluding sentence</td>
<td>Brainstorming paper</td>
</tr>
<tr>
<td>Appropriate, logical sequence.</td>
<td>- Relevant details about the selected topic</td>
<td>Main idea</td>
<td>Written examples</td>
</tr>
<tr>
<td>Sufficient elaboration.</td>
<td>- A systematic order according to the type of writing</td>
<td>Supporting details</td>
<td>Topic examples and information</td>
</tr>
<tr>
<td></td>
<td>- A concluding sentence that pulls the writing together</td>
<td>Topic sentence</td>
<td>Writing rubrics</td>
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**Possible Essential Questions:**

How do I organize the paragraphs in my writing?
## Task Analysis

### Language Arts

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| 5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings.) | Apply skills to facilitate spelling of words by using:  
   - Diagraphs (consonants and vowels)  
   - Diphthongs  
   - Smaller word chunks  
   - Blends and word families  
   - Sound/letter correspondence  
   - Word syllabication | Diagraphs  
Diphthongs  
Word chunks  
Blends  
Word families | Posters  
Letter cubes  
Word wheels  
Making Big Words  
Spelling Book |

Possible Essential Questions: What strategies do I use to spell words correctly?
## Task Analysis

**Subject: Language Arts-Third Grade**

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| 5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls). | • use dictionaries and glossaries  
  o Search for words within a dictionary using entry words  
  o Manipulate words with multiple meanings  
  o Identify base words without added endings for looking up purposes  
  • Introduce and manipulate personal dictionaries  
  • Use the word wall effectively | Dictionary  
Glossary  
Entry words  
Multiple Meanings (homographs)  
Base words  
Word wall | Dictionary  
Glossary  
Personal dictionaries  
Word wall |

**Possible Essential Questions:** What references can I use to help me edit and proofread my writing?
### Task Analysis

**Subject:** Language Arts-Third Grade

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| 5.07 Edit (with assistance) to use conventions of written language and format. | Check written products for:  
- Subject/verb agreement  
- Punctuation  
- Spelling  
- Complete sentences  
- Correct use of pronouns  
- Sentence variety and structure according to text type | Subject  
Verb(predicate)  
Punctuation  
Complete sentence  
Pronoun | Language Handbook  
Spelling book  
List of pronouns  
Types of punctuation poster  
Examples of complete Sentences/fragments |

**Possible Essential Questions:**

How do I edit my work?
## Task Analysis

### Language Arts

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| 5.08 Create readable documents with legible handwriting (manuscript and cursive). | - Create documents with legible and cursive handwriting  
- Check for letter formation and connections  
- Use appropriate spacing  
- Check for correct usage of punctuation and capitalization | Legible  
Cursive  
Punctuation capitalization | Cursive writing chart  
Punctuation chart  
Cursive writing materials |

Possible Essential Questions: Is my cursive handwriting neat and legible? 5.06