

Third Grade Language Arts



Course Overview

LITERATURE

Students develop literary analysis and comprehension skills. The emphasis is on works that embody exemplary virtues, including Greek and Norse myths, “William Tell,” and episodes from *Black Beauty*. Students read works of nonfiction, as well as four novels (selected from a long list of such classics as *Charlotte’s Web*, *Little House on the Prairie*, and *Henry Huggins*). A test preparation program prepares students for standardized tests.

LANGUAGE SKILLS

- **Composition**—Students practice writing as a process, as they write a narrative, a report, letters, poetry, and more

- **Grammar, Usage, and Mechanics**—Students learn about sentence structure, parts of speech, research skills, and more
- **Vocabulary**—*Wordly Wise* provides practice in word study skills, word analysis, and reading comprehension
- **Primary Analogies**—Students develop test-taking and critical thinking skills as they connect words and ideas
- **Spelling**—Through weekly word lists, students learn relationships between sounds and spellings
- **Handwriting**—Handwriting Without Tears helps students develop their cursive handwriting skills
- **Public Speaking**—Students learn and use techniques for effective oral presentations

Course Outline

LITERATURE

Comprehension Strategies

- Ask questions and support answers by connecting prior knowledge with information found in, and inferred from, the text
- Make connections to personal experiences
- Recall major points in the text and make and modify predictions
- Summarize readings

Comprehension Skills

- Recognize the author’s purpose
- Identify the speaker or narrator in a selection
- Recognize cause and effect
- Compare and contrast across selections and genres
- Draw conclusions
- Make and explain inferences
- Identify problems characters face in stories and identify how they solve them
- Distinguish fact from opinion
- Identify and sequence steps in a process
- Identify the main idea and supporting details
- Recognize story elements: character, setting, plot (conflict and resolution), and theme

Informational Materials

- Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text
- Follow simple, multiple-step written instructions (e.g., how to assemble a product or play a board game)
- Locate information in charts, diagrams, maps, captions, illustrations, and photos

Literary Response

- Recognize different genres: biography, drama, fiction, nonfiction, and poetry
- Determine what characters are like by what they say and do, and by how the author or illustrator portrays them

Poetry

- Identify line, stanza, and rhyme
- Identify and use similes
- Identify and analyze how a poet uses language to appeal to the senses, create imagery, and set tone
- Recognize literary techniques such as personification, alliteration, and onomatopoeia

Listening and Speaking Strategies

- Retell, paraphrase, and explain what a speaker has said
- Read prose and poetry aloud with fluency, rhythm, and expression
- Connect and relate prior experiences, insights, and ideas to those of a speaker

Analysis of Oral and Media Communications

- Compare ideas and points of view expressed in broadcast and print media
- Distinguish between the speaker’s opinions and verifiable facts

LANGUAGE SKILLS

Grammar, Usage, and Mechanics

Sentences

- Identify four kinds of sentences: statement, question, command, and exclamation

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- Use the appropriate punctuation mark for each kind of sentence
- Identify the subject and predicate of a sentence

Nouns

- Classify a noun as a person, place, or thing
- Identify nouns in a sentence
- Distinguish between common and proper nouns
- Capitalize proper nouns
- Change regular and irregular singular nouns into plural nouns
- Change a singular noun into a singular possessive noun by adding 's

Verbs

- Identify verbs in a sentence
- Identify action verbs
- Classify verbs as being or action
- Identify being verbs
- Identify helping and main verbs in sentences
- Name and identify the four principal parts of verbs: present, present participle, past, and past participle
- Identify principal parts and use the correct forms of irregular verbs
- Use correct forms of *is*, *are*, *was*, and *were*

Adjectives

- Identify adjectives in sentences
- Add adjectives to describe nouns in sentences
- Identify comparative adjectives in sentences
- Identify adjectives that tell exactly how many and adjectives that tell about how many
- Identify the articles *a*, *an*, and *the* in sentences
- Complete sentences using *this* or *that*

Paragraph Skills

- Use action verbs in sentences
- Add interest to writing by using vivid adjectives
- Combine sentences with the same or nearly the same verb
- Combine sentences with the same subject
- Combine short sentences into one longer sentence using a comma with *and* or *but*

Research Skills

- Understand how to use a library catalog
- Understand a dictionary entry
- Apply alphabetizing skills in using dictionary guide words to find an entry
- Identify key words to use in locating information on a subject in an encyclopedia
- Use a thesaurus

Pronouns

- Identify subject pronouns in sentences
- Replace subjects with subject pronouns
- Replace plural nouns with correct plural pronouns
- Replace nouns that come after a verb with *me*, *us*, *him*, *her*, and *them*
- Complete sentences with the correct possessive pronoun (*mine*, *ours*, *yours*, *his*, *hers*, and *theirs*)
- Correctly use *I* or *me*

Adverbs

- Identify adverbs and their uses
- Use *good* and *well* correctly in sentences

Synonyms, Antonyms, and Homophones

- Replace words with synonyms
- Identify antonyms to given words
- Use homophones correctly

Abbreviations and Titles

- Write abbreviations for addresses
- Write abbreviations for units of measure
- Write abbreviations for months of the year and days of the week
- Identify and correctly choose titles for a man or woman
- Apply italics to book titles in a word processed document
- Underline book titles when handwriting
- Use quotation marks around titles of poems

Commas and Quotation Marks

- Use commas correctly in various ways
- Use quotation marks correctly in various ways

Contractions

- Form contractions by combining words and replacing omitted letters with an apostrophe
- Complete sentences with correct homophones

Vocabulary and Word Study

- Understand and apply the definitions of given words
- Write sentences to answer questions on a reading selection that uses the words in context
- Write original sentences that use words correctly in context
- Make connections between words and ideas
- Identify and explain verbal relationships

HANDWRITING

- Hold pencil correctly
- Write lowercase and uppercase cursive letters correctly on standard-ruled paper



- Space letters, words, and sentences properly
- Copy short passages legibly and accurately

LISTENING AND SPEAKING

- Recite a poem from memory, read a composition he or she has written, and read a brief passage from a favorite book
- Learn and use techniques for effective oral presentations
- Maintain purposeful discussion (agree and disagree constructively, state ideas clearly and fully using complete sentences and proper grammar, synthesize and build on the ideas of others, explain and defend ideas)
- Understand and follow oral directions

COMPOSITION

Writing as a Process

- Understand and practice writing as a process (prewriting, drafting, revising, proofreading, publishing)

Paragraph Skills

- Identify topic sentence and details
- Understand paragraph unity and development

Writing Friendly Letters

- Identify the parts of a friendly letter
- Understand the audience and purpose for friendly letters and thank you notes
- Address an envelope

Using Rubrics

- Identify the characteristics of a composition in each point of rubric
- Score sample writings papers using a rubric

Writing a Personal Narrative

- Write a personal narrative in response to a given prompt
- Use the writing process to develop and improve a personal narrative

Descriptive Writing

- Write a descriptive essay in response to a given prompt
- Use the writing process to develop and improve a descriptive essay

Persuasive Writing

- Distinguish fact from opinion
- Understand the need for evidence to support a position
- Write a persuasive essay in response to a given prompt
- Use the writing process to develop and improve a persuasive essay

Steps in a Process

- Explain the steps in a process in response to a given prompt
- Use the writing process to develop and improve an essay that explains steps in a process

Report Writing

- Gather and organize information relevant to a specific topic
- Write a book report
- Use the writing process to develop and improve a report
- Use techniques for effective oral presentations to deliver a report

Story Starters

- Write a story given a *story starter*
- Use the writing process to develop and improve a story

SPELLING

- Words with short vowels
- Words with the suffixes *-s* and *-es*
- Words with *ng* and *nk*
- Words with the spellings of long *a*—*a-consonant-e*, *ai*, *ay*, *a*, *igh*
- Words with the spellings of long *i*—*i-consonant-e*, *i*, *igh*, *ie*, *y*
- Words with the spellings of long *o*—*o-consonant-e*, *o*, *oe*, *ow*, *oa*, *ough*
- Words with the spellings of long *e*—*ee*, *ea*, *e-consonant-e*, *ie*, *y*
- Words with the spellings of */yu/—u*, *u-consonant-e*, *ew*, *ue*
- Words with the spellings of */oo/* as in *spoon—oo*, *u-consonant-e*, *u*, *ue*, *ou*
- Words (homographs) with the spellings of */ou/—ou*, *ow*; spellings of */oi/—oy*, *oi*
- Words with the spellings of */ur/*, including *er*, *ir*, *ur*, *ear*
- Words with *y* pronounced long *e* or long *i*
- Words ending in *y* with the vowel suffixes *-es*, *-ed*, *-er*, *-ing*
- Words that drop silent *e* before adding vowel suffix *-ed*, *-ing*, *-er*
- Words that double their final consonant before adding vowel suffix *-ed*, *-ing*, *-er*, and do not double after *cvvc* or *cvcc*
- Words with soft *c* and *g*
- Words with *al* pronounced */aw/*, and *se* and *ze* pronounced */z/*
- Words with triple consonant blends *scr*, *spr*, *spl*, *str*, *squ*
- Words with digraph blends *shr*, *thr*, *nch*; digraph *ph*; trigraphs *dge* and *tch*

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- Words with the consonant suffixes *-less, -ty, -ment* and the contractions *I'm, he's, she's, it's*
- Words with the consonant suffixes *-ly, -ful, -ness*
- Words with the prefixes *re-, un-, under-, dis-*
- Words with *le* and *eI*
- Words with *r*-controlled vowels
- Words with the spelling *all* and the sound /aw/
- Words with /oo/ sound as in *school* and *book*
- Words with the sounds /ed/, /t/, /d/ for the suffix *-ed*
- Words with the suffix *-ing*
- Words with *wr, kn*; homophones; words ending in *ic*
- Words with *ea* pronounced as long *a*, long *e*, short *e*

Standard Curriculum Items

- Whiteboard, 8 ½" x 11"
- Classics for Young Readers, Vol. 3A*
- Classics for Young Readers, Vol. 3B*
- Civilizations Past to Present: Greece* by Kevin Supples
- George Washington – Soldier, Hero, President* by Justine and Ron Fontes
- The Declaration of Independence* by Patricia Ryon Quiri
- Handwriting Without Tears Teacher's Guide
- Cursive Handwriting*
- Cursive Success*
- Exercises in English – Student Edition*
- Primary Analogies, Book 3*
- Wordly Wise 3000, Book B*
- Writing in Action, Vol. A*
- Writing in Action, Vol. B*
- Test Ready Plus: Reading*
- Test Ready: Reading Longer Passages*
- Test Ready Plus: Language Arts*

Novels

K¹² offers a selection of 24 novels for grades 3-5. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see www.lexile.com). Lexile ratings roughly correspond to grade levels as indicated below.

Approximate Grade Level	Lexile Range
3	500-700
4	650-850
5	750-950

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the lexile rating does not measure subject matter or themes in the work.

Title and Author

Lexile Level

<i>A Lion to Guard Us</i> , by Clyde Robert Bulla	360
<i>Stone Fox</i> , by John Reynolds Gardiner	550
<i>Sarah, Plain and Tall</i> , by Patricia MacLachlan	560
<i>Henry Huggins</i> , by Beverly Cleary.....	670
<i>Charlotte's Web</i> , by E.B. White	680
<i>Li Lun, Lad of Courage</i> , by Carolyn Treffinger	720
<i>In the Year of the Boar and Jackie Robinson</i> , by Bette Bao Lord	730
<i>Little House on the Prairie</i> , by Laura Ingalls Wilder	760
<i>The Book of Three</i> , by Lloyd Alexander.....	770
<i>Tuck Everlasting</i> , by Natalie Babbitt.....	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>The Cricket in Times Square</i> , by George Selden.....	780
<i>Mrs. Frisby and the Rats of NIMH</i> , by Robert C. O'Brien ...	790
<i>My Side of the Mountain</i> , by Jean Craighead George.....	810
<i>Call It Courage</i> , by Armstrong Sperry	830
<i>Ramona Quimby, Age 8</i> , by Beverly Cleary.....	860
<i>Pippi Longstocking</i> , by Astrid Lindgren	870
<i>The Hundred Dresses</i> , by Eleanor Estes	870
<i>Shiloh</i> , by Phyllis Reynolds Naylor	890
<i>Caddie Woodlawn</i> , by Carol Ryrie Brink.....	890
<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis	940
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery	990
<i>The Door in the Wall</i> , by Marguerite de Angeli	990
<i>Ben and Me</i> , by Robert Lawson	1010

NOTE: List subject to change.