

3rd Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details:

- Answer questions as they pertain to a specific text.
- Answer questions about characters' motivations and traits.
- Recognize story elements (characters, settings, plot, conflict, resolution and theme).

Craft and Structure:

- Determine the difference between literal and nonliteral words and phrases.
- Review parts of a text such as Table of Content and chapter headings.
- Distinguish own point of view (opinion).
- Identify the author's purpose.

Integration of Knowledge and Ideas:

- Interpret illustrations to give clarity to the text.
- Compare and contrast two texts on a similar topic.
- Determine the who, what, where, when, and why and how in a story.

Range of Reading and Complexity of Text:

- Read and answer questions about a variety of texts (poems, biographies, stories, maps, menus, newspaper and magazine articles, bus schedules).

Reading: Informational Text

Key Ideas and Details:

- Answer specific questions about a text to demonstrate understanding.
- Determine the main idea of a text and list the details that support that main idea.

Craft and Structure:

- Determine the meaning of domain-specific words in a subject area.
- Determine the meaning of specific words on a topic (literal and nonliteral).

Integration of Knowledge and Ideas:

- Interpret information in illustrations and maps to help understand the text.
- Compare and contrast details and key points in two texts on the same topic.
- Employ reading strategies such as SQR3 and Before, During and After reading.
- Range of Reading and Complexity of Text:
- Read stories, biographies, and science and technology pieces, maps.

Reading: Foundational Skills

Phonics and Word Recognition:

- Decode words while applying phonics and word analysis skills.
- Review and identify the most common prefixes and suffixes.
- Read and write the most common irregularly spelled words.
- Decode multi-syllable words.

Fluency:

- Read poetry with accuracy and expression.
- Use context clues for understanding.

Writing

Texts and Purposes:

- Write an opinion piece and provide reasons that support the opinion and provide a concluding statement.
- Write with a variety of purposes: business letter, note taking, questionnaire, etc.
- Write pieces based on fact and on opinion.
- Use a web to write a text or story.
- Write to persuade, inform or entertain.
- Review how to locate information in a library when doing research.

Production and Distribution of Writing:

- Develop and strengthen writing by revising and editing.

Speaking and Listening

Presentation of Knowledge and Ideas

- Practice speaking about topics in a clear manner.
- Review steps for a successful presentation.

Language

Conventions of Standard English

- Review the functions of nouns, pronouns, verbs, adjectives and adverbs in sentences.
- Review regular and irregular plural nouns.
- Review regular and irregular verbs.
- Review and form correct verb tenses.
- Practice correct subject-verb agreement use in sentences.
- Choose the correct form of comparative and superlative adjectives and adverbs.
- Use coordinating conjunctions.
- Write simple, compound and complex sentences.
- Practice proper capitalization.
- Practice correct usage of commas.
- Use the correct form of possessives and distinguish them from non-possessives.

3rd Grade Language Arts Curriculum Overview (cont.)

- Review word families.
- Practice adding correct suffixes to base words.
- Review syllable patterns and ending rules.
- Review reference materials.
- Write the correct contraction when given two words.
- Change nouns from singular to plural including irregular plural nouns.
- Review homographs.
- Review synonyms and antonyms.
- Review compounds words.

Vocabulary Acquisition and Use:

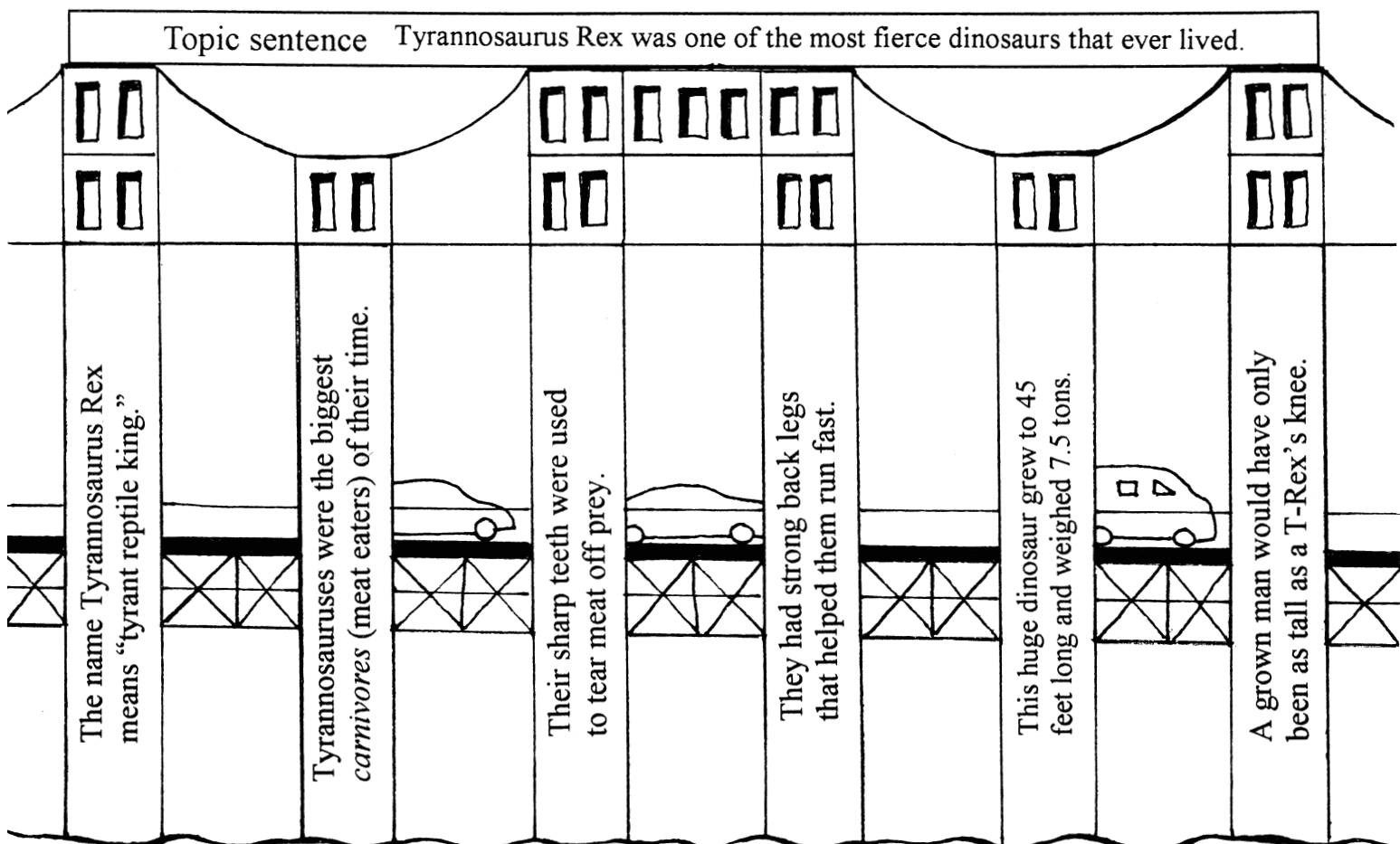
- Use context clues to find word meaning.
- Determine new words when adding prefixes and suffixes.
- Interpret figurative language.
- Use a dictionary to determine word meaning.



A paragraph should have a topic sentence and supporting details. The topic sentence tells what a paragraph is about. The supporting details give more information about the topic sentence. Read the paragraph below. The topic sentence is underlined.

Tyrannosaurus Rex was one of the most fierce dinosaurs that ever lived. The name Tyrannosaurus Rex means “tyrant reptile king.” Tyrannosaurus were the biggest *carnivores* (meat eaters) of their time. Their sharp teeth were used to tear meat off prey. They had strong back legs that helped them run fast. This huge dinosaur grew to 45 feet long and weighed 7.5 tons. A grown man would have only been as tall as a T-Rex’s knee. People are still interested in learning about T-Rex today.

Below, the bridge shows how the details about T-Rex support the topic sentence.



Supporting Details



Lesson #21 (continued)

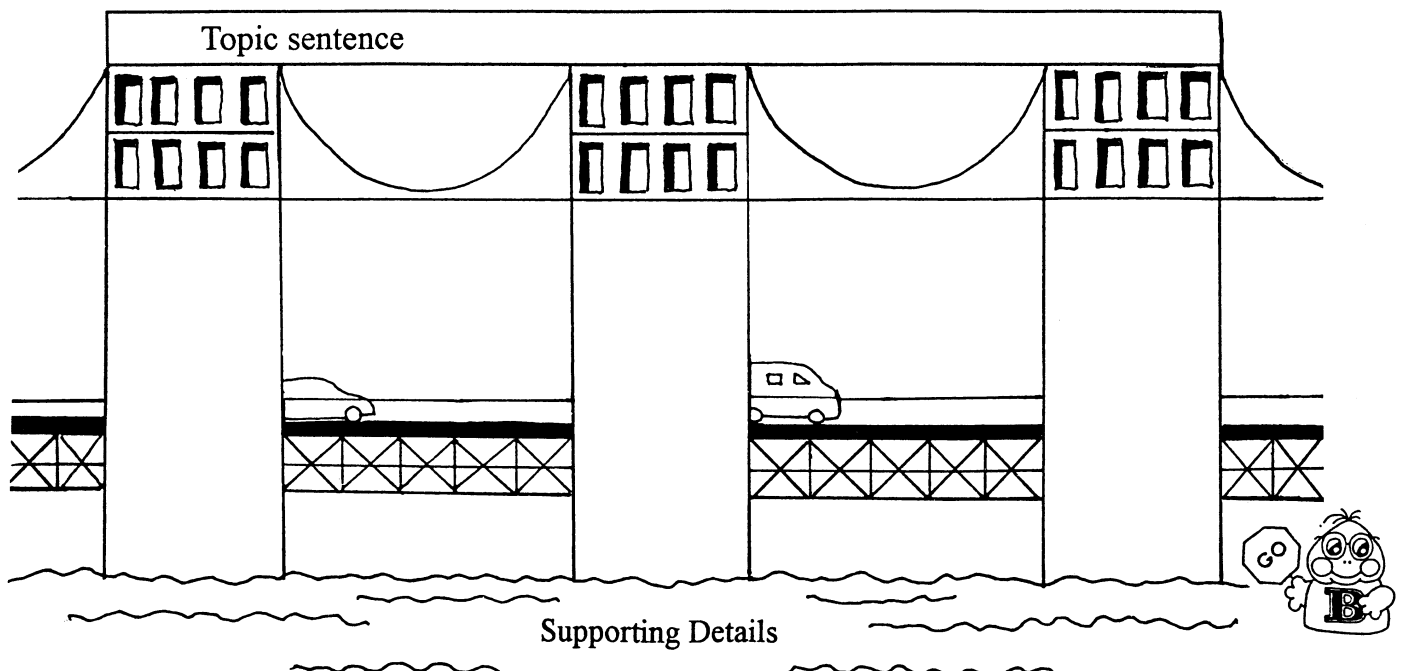
Read the following paragraph about the *Titanic*. Notice that the topic sentence is underlined.

Even though the ship *Titanic* sank many years ago, people are still interested in this famous ocean liner. There have been several movies about the *Titanic*. Explorers spent years looking for the sunken ship. The sinking of the *Titanic* will be talked about for years to come.

Find two supporting details from the paragraph above and write them on the lines below.

Read the following paragraph. Underline the topic sentence and then fill in the bridge that follows.

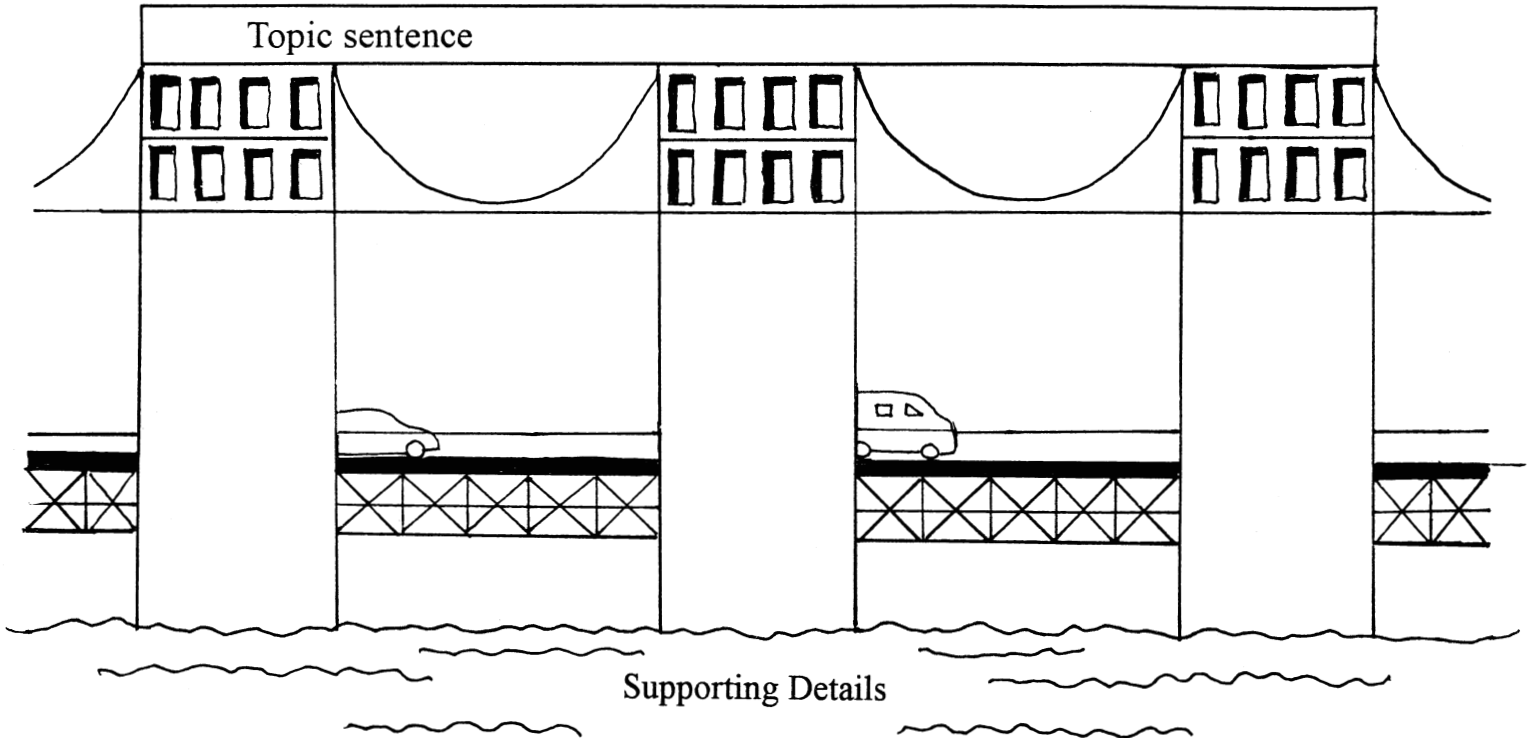
In-line skating has become a very popular sport. People of all ages can get exercise and enjoy being outside at the same time. On a beautiful day it is common to see many people skating in parks, on sidewalks and at the beach. In-line skating is a great way to spend time with friends and family.



Lesson #21 (continued)



Think of a topic you would like to write about. (Hint: Choose something that you know about.) Fill in the bridge with your topic sentence and supporting details.

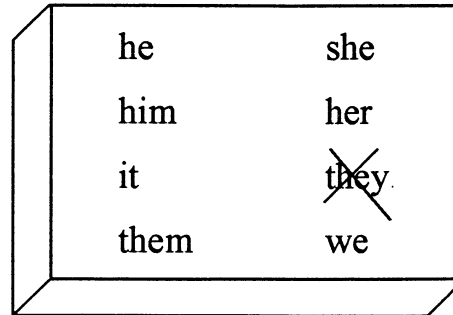


Use the bridge with your topic sentence and supporting details to write your paragraph. Underline your topic sentence.



Lesson #7 (continued)

Do you remember what a pronoun is? A pronoun is a word that takes the place of a noun. Read the pronouns in the box below.



Read the sentences below. In the first sentence the noun is underlined. In the second sentence the pronoun that replaces the noun is underlined.

1. Daniel likes to make cookies.



2. He likes to make cookies.

Choose a pronoun from the box above to replace the underlined nouns in the sentences below. The first one has been completed for you.

- Nick and Denise like to play golf. _____ they _____
- Mitch is going to the park for a baseball game. _____
- Brianna went to see a play at the theatre. _____
- Did you see McKensie hit the ball? _____
- I have not seen Steve during this entire summer. _____
- I hope I can go to the concert with Andy and Wendy. _____
- School starts at 9:00 A.M. _____
- Rishi and I are in the band together. _____



Lesson 1

candy pieces: (pg. 1)

- (1) y
- (2) e
- (3) 2
- (4) i
- (5) í

rule: When a word ends with the letter **y** and has **2** or more syllables, the **y** often makes the sound of long **e**. When a word ends with the letter **y**, and has **1** syllable, the **y** makes the sound of a long **i**.

suffix game: (pgs. 3-8) answers will vary

Lesson 2

compound words: (pg. 9)

ex: pan – cake, cook - book, bath – tub, suit – case, grand – father, snow – flake, sea – shell, touch – down, under – ground

(pg. 11)

1. The article is about the fourth annual Multicultural Festival.
(The fourth annual Multicultural Festival is now being planned.)
2. Many volunteers from all over the city are helping to prepare for the festival.
(Many volunteers from all over the city are preparing for the three day event.)
3. The Multicultural Festival takes place the third weekend in July (22nd-24th) from 7:00 A.M. until 10:00 P.M.
(As always, the festival is scheduled to take place the third weekend in July (22nd-24th) from 7:00 A.M. until 10:00 P.M.)
4. The festival takes place at Connor Park on Sapphire Lake.
(Once again the festival will be held at Connor Park on Sapphire Lake.)
5. The Summer Fun Times will have a complete schedule of events and a map of the festival in the weeks to come.
(Look for a complete schedule of events and a map of the festival in the weeks to come.)

Lesson 3

before reading: (pgs. 13, 15)

answers will vary – some possibilities include the following:

1. I think the passage will be about Egyptian mummies; how mummies are made.
2. answers will vary
3. I'm reading to answer questions.
4. I need to learn more about Egyptian mummies.

after reading:

1. answers will vary
2. answers will vary (should include information from the story)
3. answers will vary (**examples:** I can share the information with a friend; I can write a report.)
4. answers will vary

homonyms: (pg. 16) (1) dough (2) son (3) see (4) plain (5) read (6) rose (7) flour

Lesson 4

synonyms: (pg. 17) (1) cry, sob, bawl (2) copy, mimic (3) horrible, awful (4) horrified, scared, frightened (5) yell, shout (6) stones, rocks (7) cute, darling (8) gigantic, large (9) beautiful, pretty

visualization score: (pg. 19) answers will vary

visualization exercise: (pg. 20) illustrations will vary (should reflect use of imagination)

Lesson 5

ight sentences: (pg. 21) (1) knight (2) sight (3) fright (4) fight (5) might (6) bright (7) flight (8) tight (9) light (10) night

ight sentence: answers will vary

food booth answers: (pg. 23) (1) e (2) d (3) d (4) a (5) answers will vary

Lesson 6

alphabetical order: (pg. 24) (1) angel (2) because (3) chin (4) drip (5) knee (6) reason (7) surprise (8) zebra

- dictionary questions: (pg. 25) 1. (a) yes (b) no (c) no (d) yes (e) no (f) no
2. three
 3. a bird that is raised to use for eggs and meat
 4. answers will vary

compound words: (pg. 26) (1) air plane (2) space ship (3) sun shine (4) night time (5) out side (6) star light (7) moon beams

Lesson 7

Jim Henson questions: (pg. 27)

1. He was the creator of many famous puppet characters. He worked with his puppets on television and in the movies.
2. He did away with traditional puppet stages.
3. He moved in 1954.
4. His first TV show was in Washington, DC.

pronouns: (pg. 28) (1) they (2) he (3) she (4) her (5) him (6) them (7) it (8) we

synonyms: (pg. 29) rest – relax, car – automobile, quiz – test, twig – branch, grin – smile, shove – push, below – under, sad – unhappy, dad – father

Lesson 8

entertainment schedule questions: (pg. 32)

- (1) d
- (2) e
- (3) c
- (4) I could listen to poetry being read from 2:00 P.M. – 3:00 P.M.
- (5) answers will vary

homonyms: (pg. 33) (1) one – won (2) ate – eight (3) blue – blew (4) two – to (5) nose – knows (6) wood – would (7) hole – whole (8) tail – tale (9) hear – here (10) new – knew

Lesson 9

television commercials: (pg. 35)

1. You'll be very sad...
opinion (because you cannot prove that someone will be very sad about missing the festival.)
2. Many volunteers from....
fact (because the statement can be proven to be true or untrue.)
3. The fourth annual...
fact (because the statement can be proven to be true or untrue.)
4. As always, the best part...
opinion (because the statement may not be true for everyone.)

student's commercials:

commercial #1: (pg. 36) answers will vary (should be based on fact)

commercial #2: (pg. 36) answers will vary (should be based on opinion)

Lesson 10

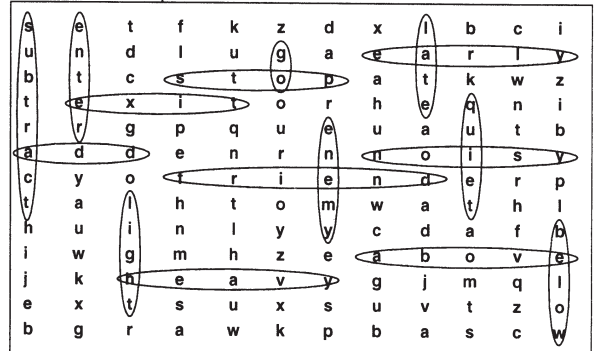
synonyms/antonyms: (pg. 37)

- stop – go
- add – subtract
- heavy – light
- noisy – quiet
- above – below
- friend – enemy
- early – late
- exit – enter

word search: (pg. 37)

singular/plural: (pgs. 38-39)

- s:** blocks, eggs, balloons, frogs, ships, girls
- es:** boxes, beaches, bushes, buzzes, glasses, lunches
- ies:** candies, cherries, berries, bunnies, skies, babies



Lesson 11

picture box: (pg. 40) answers will vary

feelings about poem: (pg. 41) answers will vary – some possibilities may include calm, cheerful, happy or carefree

beaches cinquain: (pg. 41) answers will vary (should follow given pattern)

birthday cinquain: (pg. 42) answers will vary (should follow given pattern)

own cinquain: (pg. 42) answers will vary (should follow given pattern)