

# 3rd Grade Language Arts Curriculum

3rd Grade Language Arts Curriculum Map First Nine Weeks				
Georgia Performance Standards Elements Targeted	Essential Questions	Assessments	Best Practices Used To Teach Skills and Concepts	Resources
<b>READING</b> <b>ELA3RI</b> b. Reads familiar text with expression. d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts. <b>ELA3RI2</b> a. Reads literary and informational texts and incorporates new words into oral and written language. b. Uses grade-appropriate words with multiple meanings. c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms. f. Determines the meaning of unknown words on the basis of context. <b>ELA3RI3</b> a. Reads a variety of texts for information and pleasure. b. Makes predictions from text content. i. Makes connections between texts and/or personal experiences. j. Identifies and infers main idea and supporting details. m. Recalls explicit facts and infers implicit facts. n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry). o. Formulates and defends an opinion about a text.	<b>READING</b> <b>ELA3RI1</b> What is prosody? How do you know if a sentence should be read with excitement? Joy? Sense of Humor? Sadness? What strategies do good readers use? <b>ELA3RI2</b> Why is it important to read fiction and nonfiction books? <b>ELA3RI3</b> How can I tell if an homonym, homograph, antonym, or synonym is used correctly? How do I use context clues to determine the meaning of unfamiliar words? <b>ELA3RI3</b> What kinds of books do I like to read for pleasure? How can reading help us to explore and understand our world? What strategies do good readers use? How do books and stories relate to your everyday life? How do you determine the main ideas and supporting details in a given passage. What facts are obvious in the story? Which facts are true but not stated in the story? How are genres (fiction, nonfiction, drama, and poetry) alike and different? How can we defend our opinions when we critique text?	<b>Target Instruction</b> <b>Assessments</b> <b>Prewriting</b> Qualitative Spelling Inventory (QSI) Developmental Reading Assessment (DRA) <b>Running Records</b> <b>Reading</b> Running Records Reader's Response Journal Reading Log Strategies Response <b>Letters</b> Rubrics Teacher Created Tests Reading Practice Books Teacher conferring with Students Checklists Observations Focus Poetry Notebooks Shared Reading Responses	<b>Readers' Workshop</b> Mini-lessons Independent Reading Comprehension Strategies Conferencing Reader's Response Log <b>Guided Reading</b> Leveled Reading Reading Strategies Fluency Building <b>Word Study</b> Introducing strategies and patterns Using word play Applying word study strategies <b>Shared Reading</b> Vocabulary Building Skills and Applications Reader's Response Fluency Building <b>Read Aloud</b> Modeling Think Aloud Comprehension Strategies	<b>Read Alouds</b> <a href="http://books.heinemann.com/comprehending/pdfs/TextSets03.pdf">http://books.heinemann.com/comprehending/pdfs/TextSets03.pdf</a> <a href="http://books.heinemann.com/comprehending/pdfs/SampleOpeningsForInteractiveReadAloud.pdf">http://books.heinemann.com/comprehending/pdfs/SampleOpeningsForInteractiveReadAloud.pdf</a> <b>Informational:</b> Newspapers Magazines Scholastic News Time for Kids Weekly Reader <b>Poetry:</b> <a href="http://schools.k12.ga.us/155110319956462803/na/default.asp?http://www.sabine.k12.tx.us/2ee/poster/y/default.htm">http://schools.k12.ga.us/155110319956462803/na/default.asp?http://www.sabine.k12.tx.us/2ee/poster/y/default.htm</a> <b>Stories:</b> Big Books (School Bookroom) Houghton Mifflin School Library Books for Teaching Comprehension Strategies: <a href="http://www.bulletole.org/programs/readinglists2007/Amherst_Central.pdf">http://www.bulletole.org/programs/readinglists2007/Amherst_Central.pdf</a> <a href="http://www.jstad407.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp%20strategies.pdf">http://www.jstad407.net/learningteaching/curriculum/PDF%20Files/Books%20for%20teaching%20comp%20strategies.pdf</a> <a href="http://books.heinemann.com/comprehending/pdfs/TextSets03.pdf">http://books.heinemann.com/comprehending/pdfs/TextSets03.pdf</a> <a href="http://books.heinemann.com/comprehending/pdfs/TextSetForTextTalk.pdf">http://books.heinemann.com/comprehending/pdfs/TextSetForTextTalk.pdf</a> <a href="http://fieldguides.heinemann.com/index.asp">http://fieldguides.heinemann.com/index.asp</a> 2008-2009

**3rd grade language arts curriculum** is a pivotal phase in a child's education, as it builds upon the foundational skills acquired in earlier grades and prepares students for more advanced literacy tasks. At this level, children enhance their reading, writing, speaking, and listening skills, which are essential for their academic success. This article will explore the key components of the 3rd grade language arts curriculum, including reading comprehension, writing skills, vocabulary development, and the integration of various forms of media.

## Reading Comprehension

Reading comprehension is a central focus of the 3rd grade language arts curriculum. At this stage, students are expected to read a variety of texts, including fiction, non-fiction, poetry, and informational texts. The goal is to develop a deep understanding of the content, enabling students to analyze, interpret, and respond to what they read.

## Key Skills in Reading Comprehension

- Identifying Main Ideas and Details:** Students learn to identify the main idea of a passage and find supporting details that reinforce that idea. This skill is essential for understanding the overall message of the text.
- Making Inferences:** Children practice reading between the lines and drawing conclusions based on the information provided, which helps them develop critical thinking skills.

3. Summarizing: Students learn to summarize a text by paraphrasing the main points in their own words, which reinforces comprehension and retention.
4. Asking and Answering Questions: Engaging with the text through questions encourages active reading. Students learn to ask questions about the content and seek answers, enhancing their understanding.
5. Understanding Text Features: Students explore various text features such as headings, captions, charts, and diagrams which help to navigate and understand non-fiction texts better.

## **Strategies for Enhancing Reading Comprehension**

- Guided Reading: Small group instruction allows teachers to tailor support to meet the varying needs of students.
- Think-Alouds: Teachers model their thought processes while reading, demonstrating how to approach a text critically.
- Graphic Organizers: Visual tools like Venn diagrams, story maps, and flow charts help students organize their thoughts and improve comprehension.

## **Writing Skills**

Writing is another vital component of the 3rd grade language arts curriculum. Students are encouraged to express their thoughts and ideas clearly and coherently through various forms of writing.

## **Types of Writing**

1. Narrative Writing: In narrative writing, students create stories that include characters, a setting, a plot, and a resolution. They learn to use descriptive language and develop a clear sequence of events.
2. Informative Writing: Students learn to write informative texts that convey facts and ideas. This type of writing often includes research and the use of evidence to support claims.
3. Opinion Writing: In this genre, students express their opinions on a topic and provide reasons and examples to support their viewpoints. This helps them develop persuasive writing skills.

## **Writing Process**

The writing process is fundamental in helping students produce clear and effective writing. The stages include:

1. Prewriting: Students brainstorm ideas, organize thoughts, and plan their writing. This stage may involve outlining and drafting.
2. Drafting: Children write their first drafts, focusing on getting their ideas down without worrying too much about grammar or punctuation.

3. Revising: Students review their drafts, making changes to improve clarity, coherence, and overall quality. This may involve reordering sentences, adding details, or refining word choice.

4. Editing: In this stage, students check for grammar, punctuation, and spelling errors. They learn to proofread their work carefully.

5. Publishing: Finally, students share their finished work with peers or present it to the class, which builds confidence and communication skills.

## **Vocabulary Development**

Building a strong vocabulary is crucial for literacy development. In the 3rd grade language arts curriculum, students expand their vocabulary through various instructional strategies and activities.

### **Effective Vocabulary Strategies**

- Context Clues: Students learn to use context clues within a sentence to infer the meaning of unfamiliar words.
- Word Maps: Creating visual representations of words, including definitions, synonyms, antonyms, and usage in sentences, helps reinforce understanding.
- Daily Vocabulary Practice: Regular exposure to new words through reading, discussions, and vocabulary games encourages retention and application.
- Reading Diverse Texts: A variety of genres exposes students to different vocabulary and encourages them to use new words in their writing and discussions.

## **Speaking and Listening Skills**

In addition to reading and writing, speaking and listening are essential components of the language arts curriculum. These skills facilitate effective communication and collaboration among peers.

### **Speaking Skills**

Students develop speaking skills through:

- Class Discussions: Engaging in group discussions allows students to articulate their thoughts and listen to others, promoting respect for diverse opinions.
- Presentations: Opportunities to present their work or share information help build confidence and public speaking skills.
- Role-Playing and Dramatization: Activities that involve acting out scenarios encourage creativity and enhance verbal expression.

## **Listening Skills**

Listening is equally important, and students practice these skills through:

- **Active Listening Exercises:** Activities that require students to listen carefully and respond appropriately enhance comprehension and retention.
- **Following Directions:** Students practice following multi-step directions, which strengthens their ability to process spoken information.
- **Summarizing Oral Information:** After listening to a story or discussion, students summarize what they heard, reinforcing comprehension and recall.

## **Integration of Media and Technology**

The modern language arts curriculum emphasizes the integration of media and technology. This approach prepares students for a world where digital literacy is essential.

## **Incorporating Technology**

- **Digital Storytelling:** Students use digital tools to create and share their narratives, which enhances creativity and technical skills.
- **Online Research:** Teaching students how to conduct research using the internet encourages information literacy and critical evaluation of sources.
- **Interactive Learning Platforms:** Various educational apps and online platforms offer engaging ways to practice reading and writing skills.

## **Assessment and Progress Monitoring**

Assessing student progress is crucial in the 3rd grade language arts curriculum. Teachers use a variety of assessment methods to evaluate student understanding and guide instruction.

## **Types of Assessments**

1. **Formative Assessments:** Ongoing assessments such as quizzes, writing samples, and class discussions help teachers monitor student progress in real-time.
2. **Summative Assessments:** End-of-unit tests and projects assess students' overall understanding and mastery of the curriculum.
3. **Performance-Based Assessments:** Students may be required to complete tasks or projects that demonstrate their skills and knowledge in a practical context.

## **Conclusion**

The 3rd grade language arts curriculum is a comprehensive framework that fosters the development of essential literacy skills. Through a balanced approach that incorporates reading comprehension, writing, vocabulary development, speaking, and listening, students are prepared for future academic challenges. Additionally, the integration of technology and media enriches their learning experience, making literacy engaging and relevant in today's world. By focusing on these key components, educators can create a nurturing and effective learning environment that supports every child's journey towards becoming a proficient and confident communicator.

## **Frequently Asked Questions**

### **What are the key components of a 3rd grade language arts curriculum?**

The key components include reading comprehension, vocabulary development, writing skills, grammar, and speaking and listening skills.

### **How can parents support their child's language arts learning at home?**

Parents can read with their child daily, encourage writing activities like journaling, and engage in discussions about books and stories.

### **What types of texts are typically used in 3rd grade language arts?**

Students often read a variety of texts, including fiction, non-fiction, poetry, and informational texts to build comprehension skills.

### **How is vocabulary taught in 3rd grade language arts?**

Vocabulary is taught through context, direct instruction of new words, and activities that promote the use of these words in speaking and writing.

### **What writing skills are emphasized in the 3rd grade curriculum?**

The curriculum emphasizes writing clear sentences, organizing ideas into paragraphs, and using proper punctuation and grammar.

### **How does the curriculum address different learning styles in language arts?**

The curriculum incorporates various teaching methods, such as visual aids, hands-on activities, and group discussions to cater to different learning styles.

## What role does reading fluency play in the 3rd grade language arts curriculum?

Reading fluency is crucial as it helps students read smoothly and with expression, which enhances their overall comprehension and enjoyment of texts.

## How are speaking and listening skills integrated into the 3rd grade language arts curriculum?

These skills are integrated through group discussions, presentations, and collaborative projects that require students to communicate and listen actively.

## What assessments are commonly used to evaluate student progress in language arts?

Common assessments include reading comprehension tests, writing samples, vocabulary quizzes, and oral presentations.

## How can technology be utilized in the 3rd grade language arts curriculum?

Technology can be used through educational apps, online reading programs, and interactive writing tools that engage students and enhance their learning experience.

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## 3rd Grade Language Arts Curriculum

*What do we call the “rd” in “3<sup>rd</sup>” and the “th” in “9<sup>th</sup>”?*

Aug 23, 2014 · Our numbers have a specific two-letter combination that tells us how the number sounds. For example 9th 3rd 301st What do we call these special sounds?

1st 2nd 3rd ... 10th 10th ...

third 3rd fourth 4th fifth 5th sixth 6th seventh 7th eighth 8th ninth 9th tenth 10th eleventh 11th twelfth 12th thirteenth 13th fourteenth 14th ...

3rd 3th -

Oct 21, 2024 · 3rd “third” 3rd 3th 3th ...

3rd 10th 25th -

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3rd3th -

Feb 5, 2025 · 3rd3th “3rd” “third” “3rd place” ...

3rd 10th 25th 50th 75th 90th 97th \_ ...

3rd10th25th50th75th90th97th3102550759097 1 ...

3rd3th -

Feb 9, 2025 · 3rd3th “3rd” “third” “3rd” ...

rdth -

rdth : 1rd3rd23rd23rd 23rd rd third, : 3rd, 23rd, 33rd, 43rd 2th ...

### Ordinal 3: 3rd vs 3d - English Language & Usage Stack Exchange

What is the most correct form for 3 in ordinal form: 3rd or 3d? I know both are valid. But I heard that 3rd is something like spoken form and it's grammatically correct to use 3d.

3RDSC\_

Mar 31, 2010 · 3rd3rd3rdSAVE SC ED\_SORA2 ...

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