

Third Grade Language Arts Curriculum

The Grade 3 curriculum modules are designed to address the Common Core State Standards in ELA. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Module 1 Title: My Librarian Is a Camel: How Books Are Brought to Children around the World

Focus: Becoming a Close Reader and Writing to Learn

This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.

Module 2A Title: Adaptations and the Wide World of Frogs

Focus: Researching to Build Knowledge and Teaching Others

This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, *Everything You Need to Know about Frogs and Other Slippery Creatures*, to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.” Students demonstrate their expertise by writing a “freaky frog trading card” – a research based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.

Module 2B Title: Connecting Literary and Informational Texts to Study Culture “Then and Now”

Focus: Researching to Build Knowledge and Teaching Others

This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class

study of the culture of Japan in which they read *Magic Tree House: Dragon of the Red Dawn*, a book set in ancient Japan, paired with *Exploring Countries: Japan*, an informational text about modern Japan. Students form book clubs, reading a new *Magic Tree House* book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to *Magic Tree House* author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.

Module 3A Title: A Study of Peter Pan

Focus: Analyzing Narrative and Supporting Opinions

This module focuses on a study of the classic tale *Peter Pan* as students consider how writers capture a reader's imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author's craft in *Peter Pan*, specifically use of dialogue and vivid language—and write their own scene based on *Peter Pan*. To build fluency, they participate in a Readers Theater based on *Peter Pan*, and read aloud a monologue. They write opinions, including which *Peter Pan* character is their favorite and why.

Module 3B Title: Wolves: Fact and Fiction

Focus: Analyzing Narrative and Supporting Opinions

DESCRIPTION TO COME...

Module 4 Title: The Role of Freshwater around the World

Focus: Gathering Evidence and Speaking to Others

This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth's clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).