



3rd Grade English

Curriculum Sample

A Grade Ahead's rigorous, year-round English enrichment program is designed to challenge your child to a higher academic standard. Our monthly curriculum includes topics that your child will see in his or her English or Language Arts classes. Your child will build grammar, vocabulary, comprehension, and writing skills and develop strong critical thinking and analytical skills.

Each week will have an in-depth lesson (which we call Examples), homework, and answers. In these next pages, we offer a closer look at what our Examples, homework, and answers offer as well as a specific example of each.

Examples - Grade 3

Vocabulary List 3

1. advantage	something that benefits someone
2. avoid	to keep away from
3. conversation	a talk between people
4. expensive	something that costs a lot of money
5. gaze	to look at something for a long time; a long look
6. haul	to pull with a lot of effort
7. potential	having the ability to develop into something in the future
8. sluggish	moving slowly; lazy

B. Grammar

Verbs

A **verb** shows action in a sentence. In the examples below, the verbs are in bold.

Examples:

We **dance** every day.
Jill **studied** hard and **got** an A in the math test.
Mom **bought** a toy for Christmas for her baby.

Verbs change their forms to show the time the action occurs. The time of the verb's action is its tense. You must learn to change verbs from one tense to another. 3 basic verb tenses will be covered this week.

Past, Present, and Future Tenses

Teaching Tip: To teach tense, have students write an example of past, present, and future tense of the same verb. Ask the students how the meaning of the sentences changed.

EX: I jumped
I jump
I will jump.

Student Goals:

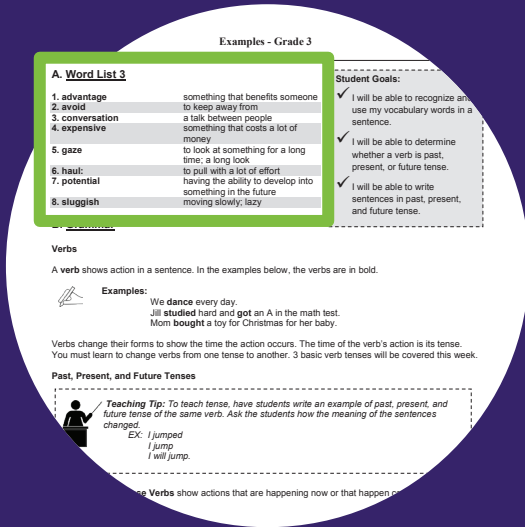
- ✓ I will be able to recognize and use my vocabulary words in a sentence.
- ✓ I will be able to determine whether a verb is past, present, or future tense.
- ✓ I will be able to write sentences in past, present, and future tense.

Student Goals

Student goals are listed at the top right of the Examples each week. These are topics that your child should understand by the end of the week.

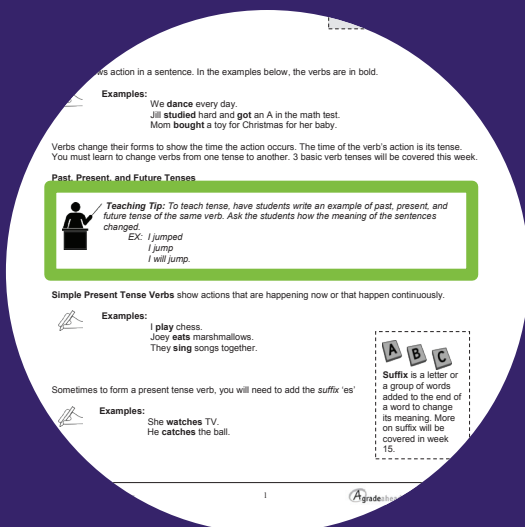


Lesson pages are titled "Examples - Grade 3," answer pages are titled "Answers - Grade 3," and homework pages are simply titled "Grade - 3."



Vocabulary Word List

Your child will receive a vocabulary list for the week. Depending on the grade level, these words may be words that are difficult to spell, or they may not know the meaning of the word yet.



Teaching Tip

Teaching tips are suggestions to help you or your teacher present the topic to your child. These could include topics to review first or even an activity to do with your child.

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Simple Present Tense Verbs show actions that are happening now or that happen continuously.

Examples:
 I **play** chess.
 Joey **eats** marshmallows.
 They **sing** songs together.

Sometimes to form a present tense verb, you will need to add the suffix 'es'

Examples:
 She **watches** TV.
 He **catches** the ball.

Suffix is a letter or a group of words added to the end of a word to change its meaning. More on suffix will be covered in week 15.

ABC Word Boxes

These word boxes define terms used within the lesson that your child may not know.

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Examples

To illustrate the topic, examples are provided to you and your child. These examples help demonstrate how to solve the problem or figure out the answer.



Each day's homework usually takes about 30 minutes to complete.

Grade - 3

Start Time: _____ End Time: _____ Grammar Score: _____
Vocabulary Score: _____

A. Grammar – Verb and Verb Tenses – Answer the following multiple choice questions.

1. The **regular future tense** is formed with

a) -ed at the end b) will or shall + main verb c) has or have + main verb

2. The **regular past tense** is formed with

a) -ed at the end b) will or shall + main verb c) has or have + main verb

3. An **irregular past tense** verb is a verb that does not...

a) have -ed at the end b) follow the regular rules c) both a and b

Past and Present Tense - Indicate the tense of the verbs in these sentences. Make a new sentence changing the verb to the opposite tense of what you were given. Each sentence should have at least seven words. [Hint: Past is the opposite of present and vice versa for this exercise.]

4. Anna jogs to the park every day. _____

5. _____

_____ and her friend for homework help. _____

Homework

Each week, four days of homework are given to apply concepts from that week's lesson and reinforce the topic.

Answers - Grade 3

Week: 3 – Day 1

A. Grammar

1. b 2. a

3. c

Sentences will vary. Examples are given.

4. Present 5. Anna jogged to the nearby park yesterday.

6. Past 7. Kathy calls her best friend, Stephanie, for homework help.

8. Present 9. Meera folded her clothes after she washed them.

10. will go 11. will become.

12. arrives 13. will run

14. noticed 15. determined

16. will go 17. cooked

18. baked 19. mailed

20. will make 21. froze

22. had 23. writes

24. types

B. Vocabulary

1. haul 2. advantage

3. gaze 4. expensive

5. sluggish 6. avoid

7. conversation 8. potential

9. Answers will vary. The man gazes at the sky through his telescope.

Answers

Answers are provided to check your child's homework. Enter the scores into the Parent Portal to track progress and note which areas may need more work.

A. Word List 1

1. bulky	big in size
2. destroy	to end
3. features	something noticeable; a part of the face
4. grasp	to hold; a grip of the hand
5. inactive	not moving
6. modern	describes something in the present time
7. peaceful	does not easily fight or argue
8. recharge	to restore energy (in a battery)
9. similar	close to the same as something else
10. unique	one of a kind

Student Goals:

- ✓ I will be able to recognize and use my vocabulary words in a sentence.
- ✓ I will be able to write opinion pieces on topics.
- ✓ I will be able to support my point of view with reasons.

B. Comprehension

Prose Constructed Response Questions



Teaching Tip: Work through the first prose constructed response question together with your student or as a class. Go through the steps 1-3 to make sure the student understands the process of writing a prose constructed paragraph. The students can even label each step of their prose constructed response with a different colored highlighter.

A prose constructed response question asks the writer to provide a longer and more detailed answer. These questions are intended to help students learn to use given information and knowledge from personal experiences (optional) to answer questions. At this level, students will answer prose constructed response questions using one paragraph.

The one-paragraph response allows students to develop an organized answer in a limited amount of time. This kind of response follows strict guidelines, but it can function as a formula to a well-written answer for many kinds of questions.



Example:

Read the following passage, and then answer the prompt provided below.

Martial arts are some of the most popular sports for children to participate in today. While perhaps the most well-known martial art is karate, there are many other styles practiced, including taekwondo, aikido, and judo. Martial arts have become popular for many reasons. One reason is the physical benefits of martial arts. Practicing martial arts builds strength, flexibility, and stamina. All of these can help keep a martial arts' student healthy and less prone to illness. Another reason martial arts have become popular is because of the benefits to other areas of life. Students are taught self-discipline and self-confidence, and they are expected to be responsible, truthful, and respectful. Because of these reasons, martial arts have become very popular for children and adults.

Prose Constructed Response Question: Are there benefits to martial arts? Use details from the paragraph, other knowledge, and personal experience to answer the question.

Example Response: Yes, there are many benefits to martial arts. A martial art sport can help make someone healthier. It does this through building strength, flexibility, and stamina in a student. These contribute to keeping the body strong. It also helps keep someone from becoming sick. Martial arts can also help teach someone responsibility and self-discipline. These are important life skills. I took a karate class at the YMCA last year. I became much stronger, and I did better in gym class because of it. I also gained self-discipline, so I learned to do my homework directly after school instead of playing first. In conclusion, I believe martial arts are very beneficial for students and adults.

Steps to write a one-paragraph response:

1. **Introduction.** When answering with a **one-paragraph response**, always begin by restating the question. If the question asks a **yes or no** question, begin your **response** with a yes or no as appropriate. This will be your general answer to the prompt. Do not go into specific details in your first sentence. After you have answered the prompt, add some reasoning on why your answer is true.



Example: “Yes, there are many benefits to martial arts.” The first sentence effectively restates the question.

2. **Support from the Passage.** The next 4-6 sentences should use details from the passage to answer the question. At least 3 references should be made to the information from the passage. You can either summarize details from the passage or use quotation marks (“ ”) around something that you directly took from the passage.



Example: “...Can help make someone healthier,” “...building strength, flexibility, and stamina in a student,” and “...can also help teach someone responsibility and self-discipline.” are all references to facts given in the passage.

If you have personal knowledge or a personal experience that relates to the subject, add that as well. This is optional, but it will contribute to the quality of your response. This will make your response more interesting and personal to read. State your personal experience and then add why it relates to your answer.



Example: “I took a karate class at the YMCA last year. I became much stronger, and I did better in gym class because of it,” is an example of a personal experience that gives the student knowledge about the question being answered.

3. **Conclusion.** The last sentence should restate the question and response, and it usually begins with “In conclusion.”



Example: “In conclusion, I believe martial arts are very beneficial for students and adults.”



Note: There may be some prose constructed responses that ask you to write in a character's perspective. To do this, pretend you are the character and explain his or her feelings while still explaining what happened in the passage.


Grade 3 Scoring Rubric for Prose Constructed Response Items					
Skill Measured	4 Points	3 Points	2 Points	1 Point	0 Points
<p>Reading</p> <p>Understanding of Key Ideas and Details</p>		<p>The student shows full comprehension of the text. He or she accurately understands the main ideas in the text and uses direct details from it.</p>	<p>The student shows accurate understanding of the text and its key ideas. He or she understands the text but does not fully comprehend it. He or she uses direct details from the text.</p>	<p>The student shows limited understanding of the ideas in the text. He or she uses details directly from the text, but they do not help answer the prompt.</p>	<p>The student does not show understanding of the ideas in the text.</p>
<p>Writing</p> <p>Expression</p>		<p>-The student answers the prompt and develops his or her response effectively. He or she uses reasoning, details, evidence from the text, and/or description to defend his or her answer. The development is appropriate to the task and prompt.</p> <p>- The student's organization shows a sense of purpose. It is not redundant and every sentence has a purpose to answering the prompt. It includes an introduction and conclusion.</p> <p>-The student uses linking words or phrases (transition words) to convey ideas clearly.</p>	<p>-The student answers the prompt and develops his or her response somewhat effectively. He or she uses reasoning, details, evidence from the text, and/or description to defend his or her answer. The development is somewhat appropriate to the task and prompt.</p> <p>-The student's organization shows a sense of purpose. It is rarely redundant and every sentence has a purpose to answering the prompt. It includes an introduction and conclusion.</p> <p>-The student's response uses linking words or phrases (transition words) to convey ideas clearly most of the time.</p>	<p>-The student answers the prompt and develops his or her response minimally. He or she occasionally uses reasoning, details, and evidence from the text, and/or description to defend his or her answer. The development is limited in its appropriateness to the task and prompt.</p> <p>- The student's organization somewhat shows a sense of purpose. It is redundant at times and some sentences do not answer the prompt. It may or may not include an introduction and conclusion.</p> <p>-The student response uses some linking words or phrases (transition words) to convey ideas with limited clarity.</p>	<p>-The student may not answer the prompt and does not develop his or her response.</p> <p>-The student has little to no organization.</p> <p>-The student response does not use linking words or phrases. His or her writing is disorganized and unclear.</p>
<p>Writing</p> <p>Language and Conventions</p>	<p>The student response shows a command of the English language. There are a 1-2 minor grammar and usage errors that do not affect the meaning of the response.</p>	<p>The student response shows a good command of the English language. There are a few grammar and usage errors that are somewhat distracting, but the meaning is still clear.</p>	<p>The student response shows a general command of the English language. There are a few patterns of errors in grammar and usage, and it affects the meaning to a degree.</p>	<p>The student response shows a limited command of the English language. There are many distracting errors in grammar and usage that sometimes affect the meaning.</p>	<p>The student response shows little to no understanding of the English language. Grammar and usage errors occur frequently and are often distracting. They often affect the meaning.</p>

Date: _____ Start Time: _____ End Time: _____ Comprehension Score: ____/18
 Vocabulary Score: ____/10

A. Comprehension – Read the following passage.

Neil's Birthday Present

Neil was excited. His birthday was just a few days away. He couldn't wait to get his gift and open it. He knew what his parents were giving him for his birthday. It was a powerful remote-controlled car. Neil had seen it on TV. The car had many **features**. It could go as fast as 15 miles per hour. It could even change into a helicopter and fly. The car was so powerful that the battery would only last for fifteen minutes. Then, it would take four hours to **recharge**.



Neil's mom was going shopping to get his gift. She also needed to buy a few other things. Neil wanted to go with her so that he could pick out the color of the car, but she told him he had to stay home. She wanted to go alone. He had a lot of homework to finish anyway. He had math homework, science homework, and piano practice.

Neil began his work at 4:00 P.M., right as his mom left for the store. When his mom returned at 6:15 P.M., he was almost done. He put away his books and ran down the steps. There on the kitchen table was a big, shiny, gift-wrapped box. Neil did a funny dance. He was so excited! He quickly picked up the box and put it with his other presents. He couldn't wait until it was his birthday so that he could open his new toy.

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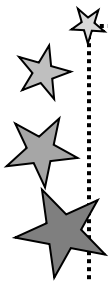
Answer the following questions about the passage.

1. **True or False:** Neil completed all his work before his mother returned.
2. We can say that Neil was _____ about his gift.
3. What features does Neil's gift have? Circle all that apply.

a) remote controlled	b) can turn into a helicopter and fly
c) drives 15 miles per hour	d) can turn into anything you want
4. Neil did a _____ dance to show his excitement.
5. Would you be excited about this gift?

YES

NO



CHALLENGE! 6-15. Prose Constructed Response – Neil's perfect gift was a remote-controlled car. Would this be a good present for you? Explain why or why not.

Lined writing area for the response, enclosed in a dotted border.



Follow the directions to help you with your prose constructed response.

- 16. Underline your introduction with a **red** crayon or colored pencil.
- 17. Underline your examples from the passage with a **blue** crayon or colored pencil.
- 18. Underline your conclusion with a **red** crayon or colored pencil.

B. Vocabulary – Fill in each blank with the correct vocabulary word.

bulky	destroy	features	grasp	inactive
modern	peaceful	recharge	similar	unique

- 1. The package was too _____ for Sarah to hold.
- 2. Chris needs to _____ his phone battery because it is almost out of power.
- 3. The new car has many _____ that I like.
- 4. Lauren and Christina were _____ with each other. They never fought.
- 5. Everyone is _____. Our differences make us interesting!
- 6. The two dogs look so _____. I can barely tell them apart.
- 7. My mother did not want us to be _____, so she made us turn off the TV and play outside.
- 8. Cars and airplanes are all parts of the _____ world.
- 9. Her brother would usually _____ everything that Jessie did, so Jessie hid her project this time.
- 10. Walt tried to _____ the glass that was slipping out of his hands.

Week: 1 – Day 1

A. Comprehension

- | | |
|----------------------------------|------------|
| 1. False | 2. excited |
| 3. a, b, c | 4. funny |
| 5. Answers will vary. YES | |

6-15. Prose Constructed Response:

To grade the prose constructed response question, use the rubric provided in the example key. An example of a full 10-point answer is provided. Details are in bold, introduction is underlined, and conclusion is italicized. There are facts from the passage and personal experiences (not required but recommended).

Yes, the remote-controlled car would be a good Christmas present for me. I have a huge car collection.

A car that I could **drive with a remote-control** in the backyard would be fun. I also like that the car can **transform into a helicopter. Sometimes, my friends and I have car races. This car can go up to fifteen miles per hour.** I would always win the car races. I know this would be a good present for me because **I saw someone at the park playing with a car like this. He had learned to make his car do tricks off of ramps. It was very fun to watch.** *In conclusion, a remote-controlled car would be a perfect gift for me!*

This answer receives the full 10 points because it answers the question in the first sentence (underlined). It also uses important details from the passage (in bold). There are no spelling errors, and there are no grammar errors.

16. Students should underline their introduction in red. The example introduction is underlined.
 17. Students should underline their examples in blue. Examples from the paragraph above are in bold.
 18. Students should underline their conclusion in red. The example conclusion is italicized.

B. Vocabulary

- | | |
|-------------|-------------|
| 1. bulky | 2. recharge |
| 3. features | 4. peaceful |
| 5. unique | 6. similar |
| 7. inactive | 8. modern |
| 9. destroy | 10. grasp |

