

CVA Custom Language Arts: Third Grade

As children move into independent reading, they will begin to use their reading and writing skills across all subject areas. Students have moved from learning to read, to “reading to learn.” Language Arts instruction is focused on comprehension, fluency and writing skills. Students are expected to write longer compositions, often more than one paragraph in length, and to connect their writing more directly to what they read in their Ready Reading book. Students will also select a minimum of two novels and corresponding literature study guides from a list of available titles to complete during the school year.

CVA has designed this short overview to help you get your child off to the best start possible. Below are some specific instructions for beginning this reading program along with more detailed descriptions of each component of the program.

1. Ready Reading and Ready Writing provide various reading passages per lesson. Please refer to Ready Reading Teacher’s Manual pages A56-A57 for monthly pacing guide. Once students have focused on understanding the content, they will reread as a writer. Ready Writing lessons cover in depth three types of writing: Opinion, Informative, and Narrative. Please note that each writing lesson consists of 15 days per lesson. Please refer to Ready Writing Teacher’s Manual pages A56-A57 for a detailed explanation of writing pacing guide.
2. In Soaring with Spelling and Vocabulary, students will complete 1 Lesson a week that consists of 5 days of work. Day 1 of each lesson is a pretest. If your student passes the pretest with 100%, they have the option to skip to the next lesson.
3. Students will also select a minimum of two novels and corresponding literature study guides from a list of available titles to complete during the school year. Literature book titles are posted in the CVA Help Center and students or parents request them through their assigned teacher. These two novels are not listed on the calendar, as each family has the flexibility to complete this portion of the curriculum at their own pace. After two books and their corresponding study guides are complete your student may request more chapter books from their CVA Teacher to continue fostering their independent reading.
4. Your student is going to dictate the pace at which you follow this program, but we encourage you to follow the calendar as best you can. An ongoing conversation with your CVA teacher to gauge progress is the best way to determine an appropriate pace for your child.

These are the materials your student will be working with:

Soaring with Spelling and Vocabulary – Level 3: There are 36 lessons within this curriculum. Each lesson is to be completed over a five day period. Use whatever schedule works best for your student. The calendar lists each lesson to be completed for the week on Monday. If students pass the pretest with 100% we suggest having them work through the daily lessons, but feel it is optional to have them take the post test at the end of the lesson.

Independent Reading/Teacher Read Aloud time: This is where your student will complete their reading of the two novels and corresponding study guides. Make sure to allow time each week, if not every day, for your student to read silently. Using a reading log to track the amount read and a little information about what was read is very helpful. Completing the study guide as they are reading is the best method. Waiting until your student has finished the book and then going back to complete the study guide is not the optimal method. Also setting aside time for you to read aloud from a chapter book is a great activity that enhances their reading comprehension!

Additional online reading supplemental programs: Ask your CVA Teacher about additional online reading programs that are available to your student. Finding leveled readers for your student is very important. These programs are a part of the Learning A to Z on-line program.