

3rd Grade Literature

The literature of 3rd Grade lends itself well to continued support of the student's development in the rhetorical arts. As the students study anecdote/chreia in language, they learn to amplify that which has been said or done. The literature selections for 3rd Grade abound with sayings and doings ripe for amplification.

The adventures in Literature will abound as students journey through various texts through the course of the year. We encourage you to join your students on their literary adventures so as to also join them in meaningful conversation about their reading. The worst thing we can do for students is deconstruct literature so much that they cannot even see the story for the words. Certainly literature deconstruction allows for "convenient" busywork, but it can kill a child's love of reading. If a child reads, he will naturally pick up on character development, plot development, etc. These things can also come up naturally in conversation.

In addition to encouraging your child to read and providing him with good literature to read, be sure to let your child see you reading, too. Reading isn't something we just do for school, it is something we can do for fun our entire lives!

While the 3rd Grade Literature curriculum calls for the reading of certain texts, students should certainly be encouraged to read other books throughout the year as well.

Main texts for 3rd Grade Literature:

- The Lion, the Witch, and the Wardrobe C.S. Lewis ([Link to an electronic version](#))
- A Wonder Book and Tanglewood Tales by Nathaniel Hawthorne ([Link to an electronic version](#))
- Alice's Adventures in Wonderland by Lewis Carroll ([Link to an electronic version](#))
- Black Beauty by Anna Sewell ([Link to an electronic version](#))
- The Wonderful Wizard of Oz by L. Frank Baum ([Link to an electronic version](#))
- The Prince and the Pauper by Mark Twain ([Link to an electronic version](#))
- A Little Princess by Frances Hodgson Burnett ([Link to an electronic version](#))

Teachers should make every effort not to make reading laborious for the student. However, students should be encouraged, for example, if they come across a word that cannot be surmized by context, to pause in their reading and look up the word in the dictionary. Again, at the risk of making reading laborious, students should be encouraged to keep a literature notebook that contains newfound words or words they find interesting. This same notebook could also be a place to record questions they have about what they are reading, names of characters (especially if there are many characters to remember), etc.

Encourage students to recall what they have read in your discussions about the literature at hand. Use these recollections as the start of casual conversation about what the student is reading (much like a book club). If a student recalls something particularly interesting or strange that happened in the story, probe deeper with questions like "why do you think _____ did that?" or "why do you think that happened?" If these conversations are commonplace, it will reinforce for the student to be an attuned reader, even when reading literature for pleasure.



A Wonder Book and Tanglewood Tales by Nathaniel Hawthorne

Not available

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