

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
<b>SCRIPTURE</b>	
<i>This is why you must now acknowledge, and fix in your heart, that the Lord is God in the heavens above and on earth below, and that there is no other.</i> Deuteronomy 4:39	
<b>STANDARD</b>	
R.3.1 Discover the truth within the text by asking and answering questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Scripture</a> , <a href="#">readings on the four marks of the Church</a> , <a href="#">parables</a> , <a href="#">third grade saint</a> biographies, <a href="#">Literature</a> reflecting Catholic morals/values	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Either declare the tree good and its fruit good, or declare the tree rotten and its fruit rotten, for a tree is known by its fruit.</i> Matthew 12:33	
<b>STANDARD</b>	
R. 3.2.a Using literature that reflects the Catholic culture and world view describe characters in a story and explain how their actions contribute to the sequence of events referencing the importance of order as it relates to good and evil, right and wrong.	
R.3.2.b Using Catholic models in the field of history and science describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
<b>EXAMPLES OF TEXT</b>	
R.3.2.a <a href="#">Scripture</a> , <a href="#">parables</a> , <a href="#">third grade saint</a> biographies, text identifying Catholic traits and <a href="#">virtues</a> portrayed, Catholic morality, motivations, feelings or understanding of the <a href="#">Works of Mercy</a> , <a href="#">Literature</a> reflecting Catholic morals/values	
R.3.2.b <a href="#">Scripture</a> , <a href="#">parables</a> , <a href="#">third grade saint</a> biographies, <a href="#">Mysteries of the Rosary</a> , <a href="#">Stations of the Cross</a> , the <a href="#">Triduum</a> , Historical and scientific biographies reflecting Catholic individuals exhibiting Catholic morals/values	
<b>Essential Questions</b>	
<b>Activities</b>	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Not only that, but we even boast of our afflictions, knowing that affliction produces endurance, and endurance, proven character, and proven character, hope, and hope does not disappoint, because the love of God has been poured out into our hearts through the Holy Spirit that has been given to us.</i> Romans 5:3-5	
<b>STANDARD</b>	
R.3.3a Describe characters in a story (EXAMPLES: their traits, virtues portrayed, Catholic morality, motivations, feelings or understanding of the Works of Mercy), and explain how their actions contribute to the sequence of events.	
R.3.3b Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
<b>EXAMPLES OF TEXT</b>	
Scripture passage of Pentecost, <a href="#">Mysteries of the Rosary</a> ; <a href="#">Stations of the Cross</a> , the <a href="#">Triduum</a> . All of the fluency skills can be applied within the teaching of any Bible story, <a href="#">psalm</a> , religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<b>Activities</b>	

Reading Standards for All Text Types	
ELA-Craft and Structure	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Your word is a lamp for my feet, a light for my path.</i> Psalm 119:105	
<b>STANDARD</b>	
R.3.4a Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language to better interpret the Bible and the World around us.	
R.3.4b Determine the meaning of general academic and domain-specific words and phrases in a text, including scriptural words and faith-based terms that are relevant to a grade 3 topic or subject area.	
<b>EXAMPLES OF TEXT</b>	
The parables of <a href="#">The Mustard Seed</a> , <a href="#">The Prodigal Son</a> , <a href="#">The Lost Sheep</a> or other parables with literal language	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Craft and Structure	THIRD GRADE
<b>SCRIPTURE</b>	
<i>This was according to the eternal purpose that he accomplished in Christ Jesus our Lord, in whom we have boldness of speech and confidence of access through faith in him.</i> Ephesians 3:11-12	
<b>STANDARD</b>	
R.3.5 Refer to parts of stories, dramas, poems, Scripture, Psalms and Catholic hymns when writing or speaking about a text, using terms such as book, chapter, verse, scene, and stanza; describe how each successive part builds on earlier sections.	
Use text features and search tools (EXAMPLES: key words, sidebars, hyperlinks, books, chapters and verses) to locate information relevant to a given topic or Scripture passage efficiently.	
<b>EXAMPLES OF TEXT</b>	
All of the fluency skills can be applied within the teaching of any <a href="#">Scripture</a> , Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

ELA-Craft and Structure	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Think of what is above, not of what is on Earth.</i> Colossians 3:2	
<b>STANDARD</b>	
R.3.6 Students will be able to distinguish their own Catholic point of view from that of the narrator or those of the characters or author of a text.	
<b>EXAMPLES OF TEXT</b>	
All of the fluency skills can be applied within the teaching of any <a href="#">Scripture</a> , Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Then the angel showed me the river of life-giving water, sparkling like crystal, flowing from the throne of God and of the Lamb down the middle of its street. On either side of the river grew the tree of life that produces fruit twelve times a year, once each month; the leaves of the trees</i>	

<i>serve as medicine for the nations.</i> Revelation 22:1-2
<b>STANDARD</b>
R.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (EXAMPLES: create mood, emphasize aspects of a character or setting) and use information gained from illustrations (EXAMPLES: maps, photographs) and the words in a text, including scripture, to demonstrate understanding of the text (EXAMPLES: where, when, why, and how key events occur as documented in biblical maps, where Saints lived/ministered, etc.)
<b>EXAMPLES OF TEXT</b>
Students could use visual depictions, pictures or paintings of the <a href="#">Mysteries of the Rosary</a> , <a href="#">Stations of the Cross</a> , and Pentecost. All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Reading Standards for All Text Types</b>	
ELA-Integration of Knowledge and Ideas	THIRD GRADE
<b>SCRIPTURE</b>	
<i>And they said, Believe in the Lord Jesus and you and your household will be saved.</i> Acts 16:31	
<b>STANDARD</b>	
R.3.8 Students will describe the logical connection between particular sentences and paragraphs in a all text types , including literature that includes the Catholic culture and worldview. (EXAMPLES: comparison, cause/effect, first/second/third in a sequence)	
<b>EXAMPLES OF TEXT</b>	
<a href="#">scripture</a> , books on the lives of the <a href="#">saints</a> or the events in the <a href="#">life of Jesus</a>	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

ELA-Integration of Knowledge and Ideas	THIRD GRADE
<b>SCRIPTURE</b>	
<i>They shall teach my people to distinguish between sacred and profane and make known to them the difference between clean and unclean.</i> Ezekiel 44:23	
<b>STANDARD</b>	
R.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (EXAMPLES: in books from a series)	
Compare and contrast the most important points and key details presented in two texts on the same topic.	

EXAMPLES OF TEXT	
Use the six <a href="#">Gospel stories written by St. Luke</a> . All of the fluency skills can be applied within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
Essential Questions	
<a href="#">Activities</a>	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	THIRD GRADE
SCRIPTURE	
<i>Everyone who listens to these words of mine and acts on them will be like a wise man who built his house on rock. Matthew 7:24</i>	
STANDARD	
R.3.10 By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend literature and informational texts, including stories, dramas, poetry, parables, scripture, Psalms and the gospels, history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band.	
EXAMPLES OF TEXT	
<a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
Essential Questions	
<a href="#">Activities</a>	

Reading Standards: Foundational Skills	
ELA-Phonics and Word Recognition	THIRD GRADE
SCRIPTURE	
<i>For the Lord gives wisdom, from His mouth come knowledge and understanding. Proverbs 2:6</i>	
STANDARD	
FS.3.1 Know and apply grade-level phonics and word analysis skills in decoding words including the Bible, prayers, stories of the lives of the saints (REL 3.1) and other religious stories (REL 3.3). 3.1a Identify and know the meaning of the most common prefixes and derivational suffixes. 3.1b Decode words with common Latin suffixes. 3.1c Decode multi-syllable words. 3.1d Read grade-appropriate irregularly spelled words.	
EXAMPLES OF TEXT	
<a href="#">Parables</a> , <a href="#">Literature</a> reflecting Catholic morals/values. All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
Essential Question	

[Activities](#)

<b>Reading Standards: Foundational Skills</b>	
ELA-Fluency	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Day unto day pours forth speech; night into night whispers knowledge. There is no speech, no words; their voice not heard. Psalms 19: 3-4</i>	
<b>STANDARD</b>	
F.3.2 By working to their highest God given potential students will be able to read with sufficient accuracy and fluency to support comprehension to develop a deeper understanding of multiple types of text. <ul style="list-style-type: none"><li>3.2a Read on-level text with purpose and understanding.</li><li>3.2b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li><li>3.2c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Prayers</a> , <a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the fluency skills can be applied within the teaching of any Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Language Standards</b>	
Conventions of Standard English	THIRD GRADE
<b>SCRIPTURE</b>	
<i>By faith we understand that the universe was ordered by the word of God. Hebrews 11:3b</i>	
<b>STANDARD</b>	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li><li>L.3.1b Form and use regular and irregular plural nouns.</li><li>L.3.1c Use abstract nouns (EXAMPLE: childhood).</li><li>L.3.1d Form and use regular and irregular verbs.</li><li>L.3.1e Form and use the simple (EXAMPLES: I walked. I walk. I will walk.) verb tenses.</li><li>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li><li>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li></ul>	

L.3.1h Use coordinating and subordinating conjunctions.
L.3.1i Produce simple, compound, and complex sentences.
<b>EXAMPLES OF TEXT</b>
<a href="#">Scripture</a> , <a href="#">parables</a> , Bible stories,
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Language Standards</b>	
Conventions of Standard English	THIRD GRADE
<b>SCRIPTURE</b>	
<i>We know that all things work for good for those who love God, to those who are called according to His purpose. Romans 8:28</i>	
<b>STANDARD</b>	
L. 3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing to proclaim God’s word..	
L.3.2a Capitalize appropriate words in titles.	
L.3.2b Use commas in addresses.	
L.3.2c Use commas and quotation marks in dialogue.	
L.3.2d Form and use possessives.	
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (EXAMPLES: sitting, smiled, cries, happiness).	
L.3.2f Use spelling patterns and generalizations (EXAMPLES: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	
<b>EXAMPLES OF TEXT</b>	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Language Standards</b>	
Knowledge of Language	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Be eager to present yourself as acceptable to God, a workman who causes no disgrace, imparting the word of truth without deviation. 2 Timothy 2:15</i>	
<b>STANDARD</b>	
L. 3. 3 Use knowledge of language and its conventions when writing, speaking, reading, or	

listening. L.3.3a Choose words and phrases for effect. L.3.3b Recognize and observe differences between the conventions of spoken and written standard English
<b>EXAMPLES OF TEXT</b>
<a href="#">Daily Mass readings</a> , <a href="#">scripture</a> , <a href="#">parables</a> , <a href="#">life of Jesus</a> can be used for writing, speaking, reading or listening.
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Language Standards</b>	
Vocabulary Acquisition and Use	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Let the word of Christ dwell in you richly.</i> Colossians 3:16	
<b>STANDARD</b>	
L. 3.4 Using God’s gift of wisdom, students will determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (EXAMPLES: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (EXAMPLE: company, companion).	
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
<b>EXAMPLES OF TEXT</b>	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Language Standards</b>	
Vocabulary Acquisition and Use	THIRD GRADE
<b>SCRIPTURE</b>	
<i>By wisdom a house is built, by understanding it is established; and by knowledge its rooms are filled with every precious and pleasing possession. The wise are more powerful than the strong, and the learned, than the mighty.</i> Proverbs 24:3-5	



STANDARD	
L 3. 5 Demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (EXAMPLES: take steps).	
L.3.5b Identify real-life connections between words and their use (EXAMPLES: describe people who are friendly or helpful).	
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (EXAMPLES: knew, believed, suspected, heard, wondered).	
EXAMPLES OF TEXT	
<a href="#">Daily Mass readings</a> , <a href="#">scripture</a> , <a href="#">life of Jesus</a> , <a href="#">parables</a> , <a href="#">Bible stories</a>	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	THIRD GRADE
SCRIPTURE	
<i>You shall love the Lord your God, with all your whole heart, and with all your whole being, and with all your whole strength.</i> Deuteronomy 6:5	
STANDARD	
L 3.6 To share God’s truth, students will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (EXAMPLE: After dinner that night we went looking for them).	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	THIRD GRADE
SCRIPTURE	
<i>And this gospel of the kingdom will be preached throughout the world as a witness to all nations.</i> Matthew 24:14	
STANDARD	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	

W.3.1b Provide reasons that support the opinion.
W.3. 1c Use linking words and phrases (EXAMPLES: because, therefore, since, for example) to connect opinion and reasons.
W.3.1d Provide a concluding statement or section
<b>EXAMPLES OF TEXT</b>
<a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the writing skills can be applied within the teaching of any Bible story, <a href="#">Psalm</a> , religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Writing Standards</b>	
Text Types and Purposes	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Trust in the Lord with all your heart.</i>	Proverbs 3:5
<b>STANDARD</b>	
W. 3.2 With God’s word and Jesus’ teaching in mind, students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
W.3.2b Develop the topic with facts, definitions, and details.	
W.3.2c Use linking words and phrases (EXAMPLES: also, another, and, more, but) to connect ideas within categories of information.	
W.3.2d Provide a concluding statement or section.	
<b>EXAMPLES OF TEXT</b>	
All of the writing skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Writing Standards</b>	
Text Types and Purposes	THIRD GRADE
<b>SCRIPTURE</b>	
<i>...and you will be my witnesses in Jerusalem, throughout Judea and Samaria, and to the ends of the earth.</i>	Acts 1: 8
<b>STANDARD</b>	
W. 3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

<p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.3d Provide a sense of closure.</p>
<b>EXAMPLES OF TEXT</b>
<p><a href="#">Mass responses</a>, and <a href="#">daily Mass readings</a>. All of the writing skills can be applied within the teaching of any Bible story, Psalms, religious text, <a href="#">life of Jesus</a>, and lives of the <a href="#">Saints</a>.</p>
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Writing Standards</b>	
Production and Distribution of Writing	THIRD GRADE
<b>SCRIPTURE</b>	
<p><i>Teach me wisdom and knowledge, for in your commandments I trust.</i> Psalm 119:66</p>	
<b>STANDARD</b>	
<p>W. 3.4 With guidance and support from adults, students will produce writing in which the development and organization are appropriate to task and purpose to reveal God’s truth.</p>	
<b>EXAMPLES OF TEXT</b>	
<p>All of the writing skills can be applied in any <a href="#">prayer</a>, <a href="#">Mass Reading</a>, or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a>, and lives of the <a href="#">Saints</a>.</p>	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Writing Standards</b>	
Production and Distribution of Writing	THIRD GRADE
<b>SCRIPTURE</b>	
<p><i>I am confident of this, that the one who began a good work in you will continue to complete it until the day of Christ Jesus.</i> Philippians 1:6</p>	
<b>STANDARD</b>	
<p>W. 3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
<b>EXAMPLES OF TEXT</b>	
<p><a href="#">Mass responses</a>, and <a href="#">daily Mass readings</a>. All of the writing skills can be applied within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a>, and lives of the <a href="#">Saints</a>.</p>	
<b>Essential Questions</b>	

[Activities](#)

<b>Writing Standards</b>	
Production and Distribution of Writing	THIRD GRADE
<b>SCRIPTURE</b>	
<i>But if any of you lacks wisdom, he should ask God who gives to all generously and ungrudgingly, and he will be given it. James 1:5</i>	
<b>STANDARD</b>	
W. 3.6 While staying true to the teachings of the Church, and with guidance and support from adults, students will use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (EXAMPLE: saint reports (REL3.1))..	
<b>EXAMPLES OF TEXT</b>	
All of the writing skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Writing Standards</b>	
Research to Build and Present Knowledge	THIRD GRADE
<b>SCRIPTURE</b>	
<i>The revelation of your words sheds light, gives understanding to the simple. Psalms 119:130</i>	
<b>STANDARD</b>	
W. 3.7 Conduct short research projects that build knowledge about a topic.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Life of Jesus</a> , <a href="#">Third grade saints</a>	
<b>Essential Question</b>	
<a href="#">Activities</a>	

<b>Writing Standards</b>	
Research to Build and Present Knowledge	THIRD GRADE
<b>SCRIPTURE</b>	
<i>For the Lord gives wisdom; from His mouth come knowledge and understanding. Proverbs 2:6</i>	
<b>STANDARD</b>	
W. 3.8 While using Catholic morals and standards as a guide, students will recall information	

from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>EXAMPLES OF TEXT</b>
All of the writing skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .
<b>Essential Questions</b>
<a href="#">Activities</a>

<b>Writing Standards</b>	
Range of Writing	THIRD GRADE
<b>SCRIPTURE</b>	
<i>God is with you in everything you do.</i> Genesis 21:22	
<b>STANDARD</b>	
W. 3.10 To show God’s beauty and truth, students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>EXAMPLES OF TEXT</b>	
All of the writing skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	THIRD GRADE
<b>SCRIPTURE</b>	
Happy the one who finds wisdom, the one who gains understanding! Proverbs 3:13	
<b>STANDARD</b>	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.	
<ul style="list-style-type: none"> <li>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>SL.3. 1b Follow agreed-upon rules for discussions (EXAMPLES: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>SL.3.1c Ask questions to check understanding of information presented, stay on topic,</li> </ul>	

and link their comments to the remarks of others. SL.3.1d Explain their own ideas and understanding in light of the discussion.
<b>EXAMPLES OF TEXT</b>
<a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the speaking and listening standards can be applied within the teaching of any Bible story, <a href="#">psalm</a> , religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .
<b>Essential Question</b>
<a href="#">Activities</a>

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Thus faith comes from what is heard, and what is heard comes thru the word of Christ.</i> Romans 10:17	
<b>STANDARD</b>	
SL. 3.2 In order to evangelize the Good News of Christ, students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>EXAMPLES OF TEXT</b>	
All of the speaking and listening skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Speaking and Listening Standards</b>	
Comprehension and Collaboration	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.</i> Matthew 7:7	
<b>STANDARD</b>	
SL. 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the speaking and listening standards can be applied within the teaching of any Bible story, psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Question</b>	

[Activities](#)

<b>Speaking and Listening Standards</b>	
Presentation of Knowledge and Ideas	THIRD GRADE
<b>SCRIPTURE</b>	
<i>Keep on doing what you have learned and received and heard and seen in me. Then the God of peace will be with you. Philippians 4:9</i>	
<b>STANDARD</b>	
SL. 3.4 In order to show God’s beauty, truth and goodness, students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
<b>EXAMPLES OF TEXT</b>	
All of the speaking and listening skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Speaking and Listening Standards</b>	
Presentation of Knowledge and Ideas	THIRD GRADE
<b>SCRIPTURE</b>	
<i>One night in a vision the Lord said to Paul, “Do not be afraid. Go on speaking, and do not be silent.” Acts 18:9</i>	
<b>STANDARD</b>	
SL. 3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
<b>EXAMPLES OF TEXT</b>	
<a href="#">Mass responses</a> , and <a href="#">daily Mass readings</a> . All of the speaking and listening standards can be applied within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .	
<b>Essential Questions</b>	
<a href="#">Activities</a>	

<b>Speaking and Listening Standards</b>	
Presentation of Knowledge and Ideas	THIRD GRADE

SCRIPTURE
<i>My mouth is filled with your praise, shall sing your glory every day. Psalms 71:8</i>
STANDARD
SL. 3.6 To proclaim God’s truth, beauty, and goodness, students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EXAMPLES OF TEXT
All of the speaking and listening skills can be applied in any <a href="#">prayer</a> , <a href="#">Mass Reading</a> , or <a href="#">Mass response</a> and within the teaching of any Bible story, Psalm, religious text, <a href="#">life of Jesus</a> , and lives of the <a href="#">Saints</a> .
Essential Questions
<a href="#">Activities</a>

## Scripture

Mission of the twelve; Matthew 10:1-14

Healing of Peter's Mother-in-law; Luke 4:38-41

Healing of Lepers; Luke 5:12-16

Healing of Paralytic; Luke 5:17-26

Man with withered hand; Luke 6:6-11

Widow's Son; Luke 7:11-17

Mission of the 72; Luke 10:1-12

Pentecost; Acts 2:1-42

Gifts of the Holy Spirit; Isaiah 11 :2-3

Fruits of the Holy Spirit; Galatians 5:22-23

## Additional Scripture

Daily Mass readings

<http://www.usccb.org/bible/readings/061317.cfm>

Mass responses/ Order of the Mass.

<http://www.usccb.org/prayer-and-worship/the-mass/order-of-mass/index.cfm>.

*R.3.3-- The Two Houses, Luke 6:47-49; Matthew 7:24-27*



The Closed Door, Luke 13:24-30

The Great Feast, Luke 14:16-24

The 10 Gold Coins, Luke 19:12-27; Matthew 25:14-30

## Life of Jesus

Birth: (Luke 2:1-20)

Baptism: (Matthew 3:13-17; Mark 1:9-11; Luke 3:21-23)

First miracle: (John 2:1-11)

Sermon on the Mount: (Matthew 5:1-7:29)

Feeding of the 5000: (Matthew 14:15-21; Mark 6:34-44; Luke 9:12-17; John 6:5-13)

Transfiguration: (Matthew 17:1-8; Mark 9:2-8; Luke 9:26-36)

Raising of Lazarus: (John 11:1-44)

Triumphal entry: (Matthew 21:1-11, 14-17; Mark 11:1-11; Luke 19:29-44; John 12:12-19)

Last Supper: (Matthew 26:1-29; Mark 14:12-25; Luke 22:7-20; John 13:1-38)

Arrest at Gethsemane: (Matthew 26:36-56; Mark 14:32-50; Luke 22:39-54; John 18:1-12)

Crucifixion and burial: (Matthew 27:27-66; Mark 15:16-47; Luke 23:26-56; John 19:17-42)

Post-resurrection appearances: (Matthew 28:1-20; Mark 16:1-20; Luke 24:1-53; John 20:1-21:25; Acts 1:3; 1 Corinthians 15:6)

Ascension: (Mark 16:19-20; Luke 24:50-53; Acts 1:9-12)

## Virtues

Prudence

Justice

Fortitude

## Saints

Bernadette

John Bosco

Dominic Savio

Damien of Molokai

Katherine Drexel

St. Teresa of Calcutta (Mother Teresa)

## Prayers

Intro Apostle's Creed

Four Marks of the Church

Intro Hail Holy Queen

Fatima Prayer

## Mysteries of the Rosary

### The Joyful Mysteries

1. **The Annunciation**  
Mary learns that she has been chosen to be the mother of Jesus.
2. **The Visitation**  
Mary visits Elizabeth, who tells her that she will always be remembered.
3. **The Nativity**  
Jesus is born in a stable in Bethlehem.
4. **The Presentation**  
Mary and Joseph take the infant Jesus to the Temple to present him to God.
5. **The Finding of Jesus in the Temple**  
Jesus is found in the Temple discussing his faith with the teachers.

### The Mysteries of Light

1. **The Baptism of Jesus in the River Jordan**  
God proclaims that Jesus is his beloved Son.
2. **The Wedding Feast at Cana**  
At Mary's request, Jesus performs his first miracle.
3. **The Proclamation of the Kingdom of God**  
Jesus calls all to conversion and service to the Kingdom.
4. **The Transfiguration of Jesus**  
Jesus is revealed in glory to Peter, James, and John.
5. **The Institution of the Eucharist**  
Jesus offers his Body and Blood at the Last Supper.

### The Sorrowful Mysteries

1. **The Agony in the Garden**  
Jesus prays in the Garden of Gethsemane on the night before he dies.
2. **The Scourging at the Pillar**  
Jesus is lashed with whips.

3. **The Crowning With Thorns**  
Jesus is mocked and crowned with thorns.
4. **The Carrying of the Cross**  
Jesus carries the cross that will be used to crucify him.
5. **The Crucifixion**  
Jesus is nailed to the cross and dies.

### **The Glorious Mysteries**

1. **The Resurrection**  
God the Father raises Jesus from the dead.
2. **The Ascension**  
Jesus returns to his Father in heaven.
3. **The Coming of the Holy Spirit**  
The Holy Spirit comes to bring new life to the disciples.
4. **The Assumption of Mary**  
At the end of her life on earth, Mary is taken body and soul into heaven.
5. **The Coronation of Mary**  
Mary is crowned as Queen of Heaven and Earth.

### **Stations of the Cross**

#### **1. Jesus Is Condemned to Death.**

Pontius Pilate condemns Jesus to death.

#### **2. Jesus Takes Up His Cross.**

Jesus willingly accepts and patiently bears his cross.

#### **3. Jesus Falls the First Time.**

Weakened by torments and by loss of blood, Jesus falls beneath his cross.

#### **4. Jesus Meets His Sorrowful Mother.**

Jesus meets his mother, Mary, who is filled with grief.

#### **5. Simon of Cyrene Helps Jesus Carry the Cross.**

Soldiers force Simon of Cyrene to carry the cross.

#### **6. Veronica Wipes the Face of Jesus.**

Veronica steps through the crowd to wipe the face of Jesus.

**7. Jesus Falls a Second Time.**

Jesus falls beneath the weight of the cross a second time.

**8. Jesus Meets the Women of Jerusalem.**

Jesus tells the women to weep not for him but for themselves and for their children.

**9. Jesus Falls the Third Time.**

Weakened almost to the point of death, Jesus falls a third time.

**10. Jesus Is Stripped of His Garments.**

The soldiers strip Jesus of his garments, treating him as a common criminal.

**11. Jesus Is Nailed to the Cross.**

Jesus' hands and feet are nailed to the cross.

**12. Jesus Dies on the Cross.**

After suffering greatly on the cross, Jesus bows his head and dies.

**13. Jesus Is Taken Down From the Cross.**

The lifeless body of Jesus is tenderly placed in the arms of Mary, his mother.

**14. Jesus Is Laid in the Tomb.**

Jesus' disciples place his body in the tomb.

## **Triduum**

The Easter Triduum begins with the evening Mass of the Lord's Supper on Holy Thursday, reaches its high point in the Easter Vigil, and closes with Evening Prayer on Easter Sunday.

## Corporal Works of Mercy

The Corporal Works of Mercy are these kind acts by which we help our neighbors with their material and physical needs.

feed the hungry  
shelter the homeless  
clothe the naked  
visit the sick and imprisoned  
bury the dead  
give alms to the poor

## Songs

### Commandments

3rd Commandment as it relates to the Creed.

All 10 Commandments (Reconciliation examination of conscience)

### Sacraments

Holy Orders

Matrimony as related to vocations

Participation in Reconciliation/Eucharist

## Parables

<a href="#">Parables of Jesus in Chronological Order</a>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 <sup>nd</sup> time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21

8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8,14-20	8:5-8,11-15
12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 <sup>nd</sup> time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 <sup>nd</sup> time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		

46	Sheep and goats will be separated	25:31-46		
----	-----------------------------------	----------	--	--

## Four Marks of the Catholic Church

### Four Marks of the Catholic Church

#### **Bible Verses About the 'One, Holy, Catholic, and Apostolic Church'**

##### *...The Church is One*

- John 10:16: Jesus prophesies that “there shall be one fold and one shepherd.”
- John 17:17-23: Jesus prays that his followers “may be one as we are one,” and “may be brought to perfection as one.”
- Ephesians 4:4-6: “There is one body, one Spirit... one Lord, one faith, one baptism, and one God and Father of us all...”
- 1 Corinthians 1:10: “I appeal to you... that there be no dissensions among you, but that you be united in the same mind and the same judgment.”
- Romans 16:17: “take note of those who create dissensions and difficulties”
- Philippians 2:2: be “...of same the mind, having the same love, being in full accord and of one mind.”
- Romans 12:5: “so we, who are many, are one body in Christ...”
- 1 Corinthians 12:13: “...by one Spirit we were all baptized into one body...”
- Colossians 3:15: “Let the peace of Christ rule in your hearts, to which indeed you were called in the one body.”

##### *...The Church is Holy*

- 1 Timothy 3:15: “...know how one ought to behave in the household of God, which is the church of the living God, the pillar and bulwark of the truth.”
- Colossians 1:18: “And he [Jesus] is the head of the body, the church...”
- 1 Peter 2:9-10: “But you are a chosen people, a royal priesthood, a holy nation, a people belonging to God... Once you were not a people, but now you are the people of God...”
- Ephesians 2:19-22: “Consequently, you are no longer foreigners and aliens, but fellow citizens with God’s people and members of God’s household, built on the foundation of the apostles and prophets, with Christ Jesus himself as the chief cornerstone. In him the whole building is joined together and rises to become a holy temple in the Lord. And in him you too are being built together to become a dwelling in which God lives by his Spirit.”

##### *...The Church is Catholic ('universal' & 'of the fullness')*

- Matthew 28:18-20: “And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.”

- Mark 16:15-16: “And he said to them, “Go into all the world and proclaim the gospel to the whole creation. Whoever believes and is baptized will be saved, but whoever does not believe will be condemned.”
- John 14:26: “But the Helper, the Holy Spirit, whom the Father will send in my name, he will teach you all things and bring to your remembrance all that I have said to you.”
- John 16:12-13: “I still have many things to say to you, but you cannot bear them now. When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come.”

...*The Church is Apostolic*

- Ephesians 2:19-20: “... but you are fellow citizens with the saints and members of the household of God, built upon the foundation of the apostles and prophets, Christ Jesus himself being the cornerstone,”
- Matthew 16:18-19: “And I tell you, you are Peter, and on this rock I will build my church, and the powers of death shall not prevail against it. I will give you the keys of the kingdom of heaven, and whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven.”
- Luke 22:28-30: “You [the apostles] are those who have continued with me in my trials; and I assign to you, as my Father assigned to me, a kingdom, that you may eat and drink at my table in my kingdom, and sit on thrones judging the twelve tribes of Israel.”
- John 15:16: “You [the apostles] did not choose me, but I [Jesus] chose you and appointed you that you should go and bear fruit and that your fruit should abide...”
- Matthew 28:16,18-20: “Now the eleven disciples went to Galilee... And Jesus came and said to them, “All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you; and lo, I am with you always, to the close of the age.”
- John 20:21-23: “Jesus said to them [the apostles] again, “Peace be with you. As the Father has sent me, even so I send you.” And when he had said this, he breathed on them, and said to them, “Receive the Holy Spirit. If you forgive the sins of any, they are forgiven; if you retain the sins of any, they are retained.”



**Literature R.3.1**

**Literature R.3.2**

**Literature R.3.3**

**Literature R.3.4**

**Literature R.3.5**

**Literature R.3.6**

**Literature R.3.7**

**Literature R.3.8**

**Literature R.3.9**

**Literature R.3.10**

**Literature FS.3.1**

**Literature FS.3.2**

**Literature L.3.1**

**Literature L.3.2**

**Literature L.3.3**

**Literature L.3.4**

**Literature L.3.5**

**Literature L.3.6**

**Literature W.3.1**

**Literature W.3.2**

**Literature W.3.3**

**Literature W.3.4**

**Literature W.3.5**

**Literature W.3.6**

**Literature W.3.7**

**Literature W.3.8**

**Literature W.3.10**

**Literature SL.3.1**

**Literature SL.3.2**

### **Literature SL.3.3**

### **Literature SL.3.4**

### **Literature SL.3.5**

### **Literature SL.3.6**

### **Activities R.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **Activities R.3.2**

### **Activities R.3.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

### **Activities R.3.4**

Identify similes and explain their meaning.

Identify metaphors and explain their meaning.

Identify and describe similes and metaphors in poetry.

### **Activities R.3.5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

### **Activities R.3.6**

Make a Point of View Anchor Chart

First Person/Third Person/Omniscient

Read Fractured Fairytales and discuss the different points of view

Character Characteristics

Character Consideration

Character Connections

Check-A-Trait

Point of View Game

Read It, Write It, Tell It

Student Center Activities

### **Activities R.3.7**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

### **Activities R.3.8**

Engage in a close reading of a select paragraph

Analyze and generate recipes

Select and complete an appropriate graphic organizer

Engage in word study

Develop a coherent paragraph using teacher-designed sentence strips

Engage in small group discussions

Generate a Reader's Response Entry

Student Center Activities

### **Activities R.3.9**

Compare and contrast the most important points and key details presented in two texts on the same topic.

### **Activities R.3.10**

Reader's Theater Scripts and Plays

Oral Reading Fluency Passages

Strategy Success

Monitor and Mend

Show- U- Know

Reading Repair

Strategic Strategies

Monitoring for Understanding

Reading Comprehension

Student Center Activities

## Activities FS.3.1

Know and apply grade-level phonics and word analysis skills in decoding words.

3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

3.3b. Decode words with common Latin suffixes.

3.3c. Decode multisyllable words.

3.3d. Read grade-appropriate irregularly spelled words.

Partner Reading with Retell

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

## Activities FS.3.2

Partner Reading with Retell (i.e. prayers, bible stories, scripture)

Partner Reading with Comprehension Check

Repeated Readings in individual, partner and small group settings

## Activities L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

1b. Form and use regular and irregular plural nouns.

1c. Use abstract nouns (e.g., *childhood*).

1d. Form and use regular and irregular verbs.

- 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- 1f. Ensure subject-verb and pronoun-antecedent agreement.\*
- 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 1h. Use coordinating and subordinating conjunctions.
- 1i. Produce simple, compound, and complex sentences.

### **Activities L.3.2**

Daily grammar exercises

Student center activities

[www.fcrr.org/studentactivities/language\\_23.htm](http://www.fcrr.org/studentactivities/language_23.htm)

anchor charts that show each convention

### **Activities L.3.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3a. Choose words and phrases for effect.\*

3b. Recognize and observe differences between the conventions of spoken and written standard English.

### **Activities L.3.4**

Locate and define domain specific vocabulary words using context clues and or glossary/dictionary/ or other technological resources.

Have students match words or phrases to definitions using manipulatives (i.e. puzzle pieces, pictures, memory game, crossword puzzles)

Implement the frayer model

Use study games to recall information (i.e. jeopardy, who wants to be a millionaire)

### Activities L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

5b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

### Activities L.3.6

Provide strategies and examples of using standard English

Provide speaking and writing opportunities during which students can strengthen command of the English language

Use grade appropriate language and vocabulary

### Activities W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

1b. Provide reasons that support the opinion.

1c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

1d. Provide a concluding statement or section.



## Activities W.3.2

W.3.2a – create an idea web, take notes (i.e. post its, note cards), support text with illustrations, introduce writing rubric

W.3.2b – use graphic organizer to add details, create outline

W.3.2c – create a word wall, use word rings, provide cloze activity for linking words

W.3.2d – peer edit using rubric, edit independently using rubric, write final draft

## Activities W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

3c. Use temporal words and phrases to signal event order.

3d. Provide a sense of closure.

## Activities W.3.4

Discuss purpose and audience

Complete pre-writing activities

Teach stages of the writing process

Teach process for drafting text

## Activities W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### **Activities W.3.6**

Create text using a word processing program

Collaborate with others (type and share text, peer edit)

### **Activities W.3.7**

Conduct short research projects that build knowledge about a topic

Students will take notes and produce a written report about Jesus or a 3rd grade saint.

### **Activities W.3.8**

Annotate text

Take notes

Sort information into categories

Teach strategies to determine credibility of sources

### **Activities W.3.10**

Journal Writing

Religion Journal

Writing Prayers

Saint Prayers

Scripture Reflections

Bible Story Reflections

### **Activities SL.3.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on

3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

3.1d. Explain their own ideas and understanding in light of the discussion.

### **Activities SL.3.2**

Use graphic organizers to determine main ideas and supporting details

Present information in diverse formats and media when finding main ideas and supporting details

### **Activities SL.3.3**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Activities SL.3.4**

Create a presentation that includes appropriate facts and details (Saints project)

Use proper pacing

Watch examples of appropriate speakers

Follow an oral presentation rubric

### **Activities SL.3.5**

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **Activities SL.3.6**

Model the use of standard English

Require students to talk in complete sentences