

Grade Curriculum Map
Instructional Plan for 3rd Grade Classical Language Arts
Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

Grade 3 Curriculum
Instructional Plan for Classical Language Arts: Grammar, Spelling, Handwriting, and Writing Process
Submitted by Steve Lehman
Written: June 2020

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> Reading: 24 	<ul style="list-style-type: none"> Define a sentence. Define/apply declarative and interrogative sentences. Apply capitalization/punctuation rules. Define/apply definition of exclamatory sentence. Write different kinds of sentences about one topic. Identify two parts of a sentence. Apply the concept of compound sentences to correct run-on sentences. Apply comma rule to introductory words and direct address <i>f</i> Capitalization <i>f</i> First word in every sentence <i>f</i> Proper nouns <i>f</i> Particular people <i>f</i> Particular places and things <i>f</i> Days of the week and months of the year <i>h</i> Seasons should not be capitalized <p>Phonics:</p> <ul style="list-style-type: none"> 1. ai and ay 2. oi and oy 3. every syllable has written vowel, compound words, double-consonant words. 4. English words do not end in i, exceptions <p>Grammar</p> <ul style="list-style-type: none"> o Sentence structure, o kinds of sentences o Identifying subject and predicate o nouns <p>Writing:</p> <ul style="list-style-type: none"> Correcting run-on sentences Compound sentences 	<ul style="list-style-type: none"> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3 Reading Comp on Fridays</p> <p><u>Language</u> Use Handbook for Reading Phonics Textbook.</p> <p>Lessons 1-5: Handbook for Reading (Share with 3rd grade) 6-20: Fun with Friends 21-38 Quests for Adventure</p>
O C T O	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Analyze words to identify nouns. Apply plural spelling rules to nouns. Analyze sentences to determine subject/predicate. 	<ul style="list-style-type: none"> Writing: 10. 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. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p>

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

B E R		<ul style="list-style-type: none"> Apply plural spelling rules to nouns. Identify kind/number of noun. Identify irregular plural nouns. Recognize/apply abbreviations for months/days. <ul style="list-style-type: none"> 5. English words do not end in v, exceptions. 6. Plural of words ending in f and fe 7. ge and dge pattern 8. Review lists 1-7 Holidays and special days Names referring to God and the Bible Titles of respect The word I Initials First word and every important word in titles of books, songs, poems <p>Grammar</p> <ul style="list-style-type: none"> punctuation, capitalization <ul style="list-style-type: none"> Recognizing and using 3 parts of speech; noun, verb, pronoun <p>Writing:</p> <ul style="list-style-type: none"> Correcting choppy style by combining short sentences Using proofreader's marks to correct errors in capitalizationh Correcting run-on sentences Compound sentences 	<ul style="list-style-type: none"> W.3.2 Write text in a variety of modes: a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<ul style="list-style-type: none"> Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Zaner-Bloser Handwriting: Grade 3</p> <p><u>Language</u> 21-38: Quests for Adventure 39-56: Across the Meadow</p> <p><u>Spelling</u> Tests 5-8 The Duel</p> <p>Penmanship & Writing 3: Lessons 23-42</p>
----------------------	--	--	---	--	--

Content Type	Objectives	Standards	Assessment	Materials
--------------	------------	-----------	------------	-----------

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

N O V E M B E R	<ul style="list-style-type: none"> • 19 	<ul style="list-style-type: none"> • Apply capitalization rules for names, proper nouns, titles. • Distinguish 4 kinds of sentences/end marks. • Identify singular/plural nouns. • Interpret possessive words/phrases. • Analyze words to identify abstract nouns. • Analyze words to identify compound nouns. • Identify small words in compound words. • Apply comma rules to items in a series. • Demonstrate comprehension/creativity by writing topic sentences. • The letter q travels with u • ch=k, ch=sh, ch=ch • Changing y to i and add es • Punctuation • Periods <ul style="list-style-type: none"> o At end of declarative/imperative sentences o After initials o After abbreviations • Question marks at end of interrogative sentences • Exclamation points at end of exclamatory sentences • Quotation marks before and after a direct quotation <p>Grammar</p> <ul style="list-style-type: none"> o punctuation, o capitalization facts, o abbreviations, o possessive words o Word usage (deciphering plurals, possessives and contractions) o Forming plurals and common contractions <ul style="list-style-type: none"> • Recognizing and using 4 parts of speech: noun, verb, pronoun, adjective 	<ul style="list-style-type: none"> • Writing: 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> o a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. o b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. o c. Use a variety of transitional words and phrases to manage the sequence of events. o d. Use concrete words and phrases and sensory details to convey experiences and events precisely. o e. Provide a conclusion that follows from the narrated experiences or events. o Writing: 10. 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. • Speaking & Listening: 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) • Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> o d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) • W.3.3 Create writing that utilizes: a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. 	<ul style="list-style-type: none"> • Daily homework from Language book • Daily homework for spelling • Weekly pre-test and final test for spelling • 3x weekly phonics homework for grades 3 • Daily Reading assignments • in class writing and composition with monthly writing for revision and rubric grading • Handwriting assigned for independent seatwork weekly • Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p><u>Language</u> 39-56: Across the Meadow 57-70: Wonders of Imagination</p> <p><u>Spelling</u> Tests 9-11 My Shadow</p>
--	--	---	---	--	--

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

		<p>Writing:</p> <ul style="list-style-type: none"> Using proofreader's marks to correct errors in capitalization, punctuation, spelling, extra words Using graphic organizers to identify/organize main points In given paragraph/story/article In researched/original topic to write paragraph Comparison/Contrast 			
<p>D E C E M B E R</p>	<ul style="list-style-type: none"> 15 	<ul style="list-style-type: none"> Demonstrate comprehension/creativity by writing a concluding sentence. Demonstrate comprehension by writing paragraphs using graphic organizer. Correct run-on sentences. Interpret abbreviations for streets. Apply correct format to address envelope. Analyze sentences to identify direct/indirect quotations. Apply punctuation rules to direct quotations. Classify nouns as person/place/thing. Words beginning with silent letter: wr, kn, gn k and ck ch and tch Commas <ul style="list-style-type: none"> After yes or no at beginning of sentence After names of people you are speaking to (direct address) Separate town or city from state Separate words or groups of words in a series Separate parts of a date After the greeting and closing of a friendly letter Apostrophes <ul style="list-style-type: none"> In contractions With s to make a singular possessive 	<ul style="list-style-type: none"> Phonics: 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Writing: 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Speaking & Listening: <ul style="list-style-type: none"> 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Conventions of Standard English: <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> g. Correctly use frequently confused words (e.g., to, too, two; there, their).* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p><u>Language</u> 57-70: Wonders of Imagination 71-85: Through the Skies</p> <p><u>Spelling</u> Tests 12-14</p> <p><u>Penmanship and Writing</u> Lessons 63-71</p>

Grade Curriculum Map
Instructional Plan for 3rd Grade Classical Language Arts
Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

		<p>Dictionary skills</p> <p>Grammar:</p> <ul style="list-style-type: none">Recognizing and using 5 parts of speech: noun, pronoun, verb, adjective, adverb <p>Writing:</p> <ul style="list-style-type: none">Summarize a favorite movie in a one-page summary and review.Facts and opinionsTopic/Concluding sentences	<ul style="list-style-type: none">c. Use a comma before a coordinating conjunction in a compound sentence.d. Spell grade-appropriate words correctly, consulting references as needed		
--	--	---	--	--	--

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

	Content Type	Objectives	Standards	Assessment	Materials
J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Differentiate words with similar meanings. Apply definition to identify subject/predicate parts of a sentence. Analyze words to identify action verbs. Recognize present tense verbs. Recognize/form past tense verbs. Demonstrate comprehension by writing book reports. Compare compound subjects/verbs to make them agree. Apply definition to determine past tense verbs/irregular verbs. Demonstrate correct usage of helping verbs with irregular verbs. Analyze subjects/verbs to determine agreement. Analyze words to identify non-action verbs. Sentences <ul style="list-style-type: none"> Recognize Complete sentences Kinds of sentences: <ul style="list-style-type: none"> declarative, interrogative, exclamatory, imperative Run-on sentences Complete subject and predicate Simple subject and verb <p>Grammar</p> <ul style="list-style-type: none"> Sentence structure, synonyms, figures of speech <p>Writing:</p> <ul style="list-style-type: none"> Cause and effect Time-order words Parts of a friendly letter, including addressing envelope 	<ul style="list-style-type: none"> Writing: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. Conventions of Standard English: <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p>Lessons 74-94</p> <p><u>Language</u> Skills sheets start with lesson 84.</p> <p><u>Spelling</u> Tests 15-18 Our Flag</p> <p><u>Penmanship and Writing</u> Creative Writing starts with Lesson 81. Lessons 74-94 Monday is journaling day. Pull that out as time throughout the week.</p>

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">F E B R U A R Y</p>	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Analyze sentences to diagram simple subjects/ predicates. Analyze sentences to diagram compound subjects/predicates. Differentiate information as fact/opinion. Identify words used to make contractions using am, are, will. Apply proofreader's marks to identify errors in capitalization/punctuation. Compare subjects/ verbs that contain contractions to make them agree. Analyze verbs to identify tense. Apply definition to identify irregular verbs. Identify correct format in parts of a friendly letter. Capitalization words. Apostrophe rule, suffix -sion Words borrowed from other languages. Subject-verb agreement Contractions Subject-verb agreement within contractions Parts of Speech: Nouns <ul style="list-style-type: none"> Singular/Plural Plural spelling rules Irregular plural nouns <p>Grammar:</p> <ul style="list-style-type: none"> Recognizing and using 6 parts of speech: noun, verb, pronoun, adjective, adverb, conjunction <ul style="list-style-type: none"> Dictionary skills, glossary skills <p>Writing:</p> <ul style="list-style-type: none"> Summarizing Non-fiction, informational writing Poems Fictional writing 	<ul style="list-style-type: none"> 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Conventions of Standard English: <ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing. W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p>
--	--	---	---	--	--

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

	Content Type	Objectives	Standards	Assessment	Materials
M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Analyze nouns to identify common/proper, singular/plural, compound, abstract nouns. Interpret possessive nouns/phrases. Analyze words to identify pronouns. Analyze sentences to identify antecedents for pronouns. Apply definition to subjective/objective case pronouns. Demonstrate comprehension by determining effects for a given cause. Synthesize main points to summarize text. Analyze sentences to determine pronoun case usage. Identify adjective questions. i before e except after c or when sounded like a c preceding e, i, or y review 17-23 Plurals formed by adding s <p>Nouns:</p> <ul style="list-style-type: none"> Common/Proper Compound Possessive Diagram subjects <p>Verbs</p> <ul style="list-style-type: none"> Past, present, future tense Action/non-action Helping Irregular verbs <p>Word usage</p> <ul style="list-style-type: none"> may/can, teach/learn, sit/sat/set, lie/lay Singular/Plural Plural spelling rules Diagram 	<ul style="list-style-type: none"> Writing: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. Writing: 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p><u>Language</u> 103-120: Growing up around the world 121-138: Growing up where Jesus lived</p> <p><u>Spelling</u> Tests 22-25 February Twilight</p> <p><u>Penmanship and Writing</u> Lessons 113-129</p>

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

		<p>Grammar Recognizing and using 7 parts of speech:</p> <ul style="list-style-type: none"> noun, verb, pronoun, adj, adv, conj, exclamation <p>Writing Process:</p> <ul style="list-style-type: none"> Making an outline Writing a library research paper 	<p>wildlife, conservation, and endangered when discussing animal preservation).</p> <ul style="list-style-type: none"> W.3.7 Conduct short inquiry projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9 Recall facts from literary or informational texts to support reflection, and inquiry. 		
<p>A P R I L</p>	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Apply definition to identify parts of speech. Determine correct usage of a/an Analyze sentences to diagram subjects/verbs/adjectives. Identify/use correct adjective suffixes for comparison. Identify/use more/most before adjectives for comparison. Identify adverbs. Analyze words to differentiate between adjectives and adverbs. Apply definition to identify conjunctions. Demonstrate relationship of conjunctions in sentence by diagramming. Apply alphabetical order to words in non-consecutive letter order. <p>Pronouns</p> <ul style="list-style-type: none"> Define and identify Identify noun(s) pronouns stands for (antecedents) <p>Adjectives</p> <ul style="list-style-type: none"> Answer What kind and How many Answer Which one and Whose Diagram <ul style="list-style-type: none"> Recognizing and using all eight parts of speech (add prepositions toward end of month) 	<ul style="list-style-type: none"> Vocabulary: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area Writing: 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> e. Form and use prepositional phrases 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3</p> <p>Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p>Lessons 130-150 imals</p> <p><u>Spelling</u> Tests 26-29 Hide and Go Seek</p> <p><u>Penmanship and Writing</u> Lessons 130-150</p>

Grade Curriculum Map
Instructional Plan for 3rd Grade Classical Language Arts
Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

		<ul style="list-style-type: none">• Writing: <p>Writing:</p> <ul style="list-style-type: none">• Summarizing<ul style="list-style-type: none">o Non-fiction, informational writingo Poemso Fictional writing Produce a Screenplay for a sequel to your favorite movie.			
--	--	--	--	--	--

Grade Curriculum Map
 Instructional Plan for 3rd Grade Classical Language Arts
 Steve Lehman
 St. Paul's Lutheran School
 Revised: June 2021

	Content Type	Objectives	Standards	Assessment	Materials
M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Identify encyclopedias, atlases, almanacs as reference materials. Analyze table of contents to locate various elements of books. Supply synonyms for given words. Demonstrate comprehension of word meanings, usages of homonyms. Analyze two parts of a sentence. Analyze words to identify action/non-action verbs. Recognize/form past/future tense verbs. Identify adjective and adverb questions. Recognize abbreviations for names of days/months, titles of respect, streets Adding -ly to words ending in -ful g preceding e, i, or y Words beginning with wh Review of 24-32. <p>Adverbs</p> <ul style="list-style-type: none"> Answer How Answer When and How often Diagram <p>Conjunctions</p> <ul style="list-style-type: none"> Define and identify and, or, but Diagram in compound subjects/verbs <p>Contractions (34)</p> <ul style="list-style-type: none"> Correct usage: There/Their/They're, Your/You're, Its/It's Homonyms Antonyms <p>Writing:</p> <ul style="list-style-type: none"> Personal Narrative 	<ul style="list-style-type: none"> Speaking & Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 	<ul style="list-style-type: none"> Daily homework from Language book Daily homework for spelling Weekly pre-test and final test for spelling 3x weekly phonics homework for grades 3 Daily Reading assignments in class writing and composition with monthly writing for revision and rubric grading Handwriting assigned for independent seatwork weekly Comprehension quizzes for reading weekly 	<p>Abeka Language 3 Abeka: Spelling & Poetry 3</p> <p>Zaner-Bloser Handwriting: Grade 3</p> <p><u>Language</u> 139-155: All Kinds of Animals 156-170: My New Name</p>

Grade Curriculum Map
Instructional Plan for 3rd Grade Classical Language Arts
Steve Lehman
St. Paul's Lutheran School
Revised: June 2021