

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, 3rd GRADE
The 2023 Indiana Academic Standards FOURTH GRADE English/Language Arts are the full-column headings and in the left-hand column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using/following the materials, texts, and Scope & Sequences from Abeka and the Hammond Baptist Schools Curriculum. The teachers *do* follow the given Scope & Sequences from Abeka and Hammond Baptist!

THIRD GRADE: ENGLISH/LANGUAGE ARTS

READING	
<i>Guiding Principle:</i> Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the any dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.	
READING: FOUNDATIONS There are four key areas found in the Reading: Foundations section for grades K-5: Print concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
LEARNING OUTCOME	
3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	D—The students read orally every day. Abeka is used for all reading, spelling, and language.
PRINT CONCEPTS	
3.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	D & R—The students read orally every day.
3.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made of sequences of letters.	D & M—The students use this knowledge every day while reading.
3.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation)	D—Lesson 2+ in Language
3.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.	D—Lesson 170 Language
PHONOLOGICAL AWARENESS	
3.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF3.1 Identify and produce rhyming words.	D—Skill Sheet pp.. 28 & 29

3.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	R—Students use this ability every day all year.
3.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.3 Add, delete, or substitute sounds to change single-syllable words.	M—Students use this ability every day all year.
3.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words	M—Students use this ability every day all year.
3.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. 1.RF3.5 Segment the individual sounds in one-syllable words.	M—Students use this ability every day all year.
PHONICS		
3.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. 1.RF4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go black, boat, her), independent of context.	M—Students use this knowledge every day all year.
3.RF.4.2	Understand the six major syllable patterns (CVC, C,r, V, VV, Vce, Cle) to read unknown words	M & R—Students use this knowledge every day all year.
3.RF.4.3	Students are expected to build upon and continue applying concepts learned previously. 2.RF4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one0syllable words.	M & R—Students use this knowledge every day all year.
3.RF.4.4	Read grade-appropriate words that have blends (e.g., <i>walk</i> , <i>play</i>) and common spelling patterns (e.g., <i>qu-</i> ; doubling the consonant and adding <i>-ing</i> , such as <i>cut/cutting</i> ; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural). <i>Further guidance for support will be provided in the Literacy Framework.</i>	D— Spelling Week 11 Language lesson 23
3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i>). <i>Further guidance for support will be provided in the Literacy Framework.</i>	M—Students use this knowledge already learned every day all year.
3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not=won't</i>) and possessives (e.g., <i>children's</i> <i>Dennis's</i>). <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—Lesson 103 Language

<i>FLUENCY</i>	
3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	D—Students use this in daily oral reading all year.
READING: LITERATURE	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
<i>Learning Outcome</i>	All in Reading Class:
3.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	D—Students use this in daily oral reading all year.
<i>Key Ideas and Textual Support</i>	
3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	D—The teacher asks comprehension questions daily all year from the reading books. As the opportunity that arises, we refer to the Scripture for the Truth.
3.RL.2.2 Recount folk tales, fables, and tall tales from diverse cultures; identify the themes in these works.	D—The students are asked and taught about these kinds of stories daily following the scope & sequence's order.
3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	D—The students are asked and taught about these kinds of stories daily following the scope & sequence's order.
3.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	D—The students are asked and taught about these kinds of stories daily following the scope & sequence's order.
<i>Structural Elements and Organization</i>	
3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	D—This is taught, pointed out to, and reviewed with the students daily in reading class.
3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.	D—With every reading story, the students are asked comprehension questions.
<i>Connection of Ideas</i>	
3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	D—The students are taught and asked questions about this in every reading lesson. We discuss the facts of the Bible.
3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	D—The students are taught and asked questions about this in every reading lesson.

READING: NONFICTION There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
<i>LEARNING OUTCOME</i>	
3.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	D—We read the books listed all year. I direct and compare lessons taught and discussed to what the Bible teaches.
<i>Key Ideas and Textual Support</i>	
3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	D—Daily the students are asked about what they've read (see Skill Sheets—lesson 10).
3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	D—Lesson 48 Language.
3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as <i>first</i> , <i>next</i> , <i>finally</i> , <i>because</i> , <i>problem</i> , <i>solution</i> , <i>same</i> , and <i>different</i> .	D— Lesson 110 Language Skill Sheet 28
<i>Structural Elements and Organization</i>	
3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	D— Lesson 68 Language Lesson 22 Skill Sheets
3.RN.3.2 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	D—Lesson 5 Skill Sheet
3.RN.3.3 Distinguish one's own perspective from that of the author.	D—Lesson 15 Skill Sheet
<i>Connection of Ideas</i>	
3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	D—Lessons 99-100 Skill Sheets
3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic.	D—In Reading: Students do this with a Bible story from the Bible and then the same story written by man
3.RN.4.3 Standard begins at sixth grade. 6.RN.4.3 Compare and contrast one author's presentation of events with that of another.	D—In Reading: Students do this with a Bible story from the Bible and then the same story written by man
READING: VOCABULARY There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
<i>LEARNING OUTCOME</i>	

3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.	D—In Spelling: Students are tested weekly over 5 vocabulary words and their definitions. In daily Reading: Students are told about and have new words explained. Word-pronunciation-attack skills are also practiced.
Vocabulary Building	
3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	D—Lessons 147-148 Language
3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., <i>puzzle</i> , <i>fire</i>).	D—Lessons 156-158 Language
3.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.	D—Lessons 91-92 Language
3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	D—Lessons 77-78 Language
3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	D—Lessons 148, 149, 150, 151, 152, 155 Language
Vocabulary in Literature and Nonfiction Texts	
3.RV.3.1 Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	D—Lesson 67 Language
3.RV.3.2 Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	D—Skill Sheet 12 Reading
3.RV.3.3 Recognize and understand the meanings of idioms in context.	D—Skill Sheet 13 Reading
WRITING <i>Guiding Principle:</i> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.	
WRITING There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
LEARNING OUTCOME	

3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write I response to literature and nonfiction texts.	D—Skill Sheets 19, 32, 34 Reading Lessons 27, 29, 38, 63, 65+ . . . 153 Language
<i>Handwriting</i>		
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	D—Penmanship: HB worksheets are given three times a week beginning the first week of school
3.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom	D—Penmanship: HB worksheets are given three times a week beginning the first week of school
<i>Writing Genres</i>		
3.W.3.1	Write persuasive compositions in a variety of forms that— a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section.	D—Lesson 100 HB Penmanship
3.W.3.2	Write informative compositions on a variety of topics that— a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g. pictures, graphics) when useful to aid comprehension. e. Provide a concluding statement or section.	D—Lesson 118 HB Penmanship
3.W.3.3	Write narrative compositions in a variety of forms that— a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.	D—Lesson 112 HB Penmanship This is extensively accomplished in 5 th grade.
<i>The Writing Process</i>		

3.W.4 Apply the writing process to— - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). - Use available technology to produce and publish legible documents.	Students make a diorama from a scene of a book they've read. They also write a report and give an oral report about their reading. This is extensively accomplished in 5th grade.
<i>The Research Process</i>	
3.W.5 Conduct short research on a topic. - Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). - Locate information in reference texts electronic resources, or through interviews. - Recognize that some sources may be more reliable than others. - Record relevant information in their own words. - Present the information, choosing from a variety of formats.	D—Students do an insect report giving 10 interesting facts in sentence form as well as a summary paragraph. Using 7 of their fact-sentences, they give an oral report about their insect. (Completed in science class in the 8th month.)
<i>Conventions of Standard English</i>	
3.W.6.1 Demonstrate command of English grammar and usage, focusing on: 3.W.6.1a Nouns/Pronouns—Writing sentences using abstract nouns (e.g., hope, thought). 3.W.6.1b Verbs—Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.W.6.1c Adjectives/Adverbs—Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. 3.W.6.1d Prepositions—Standard begins at fourth grade: 4.W.6.1d: Prepositions—Writing sentences that include prepositions, explaining their functions in the sentence. 3.W.6.1e Usage—Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and</i>, <i>for</i>, <i>but</i>, <i>or</i>).	D—Students are taught the parts of speech lessons 31+ and are instructed to write sentences using particular parts of speech to prove their understanding. Nouns/Pronouns: D—2nd month Verbs: D— 4th month Adjectives & Adverbs: D—5th month (Prepositions—4th grade) Usage: We do all but complex sentences and subordinating conjunctions. Usage:

3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 3.W.6.2a Capitalization—Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. 3.W.6.2b Punctuation— - Correctly using apostrophes to form contractions and singular and plural possessives. - Using quotation marks to mark direct speech. - Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). 3.W.6.2c Spelling— - Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	D—Students are taught capitalization, punctuation and spelling beginning in Week One and continuing weekly all year.
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SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

LEARNING OUTCOME

3.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	D—The students give 3 oral reports: 2 from the HB science curriculum and 1 from Abeka reading.
<i>Discussion and Collaboration</i>	
3.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	D—This is done daily in Bible class: The students are asked reflective questions.
3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	D—Skill Sheets in Reading Class
3.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	D—I lead the students' discussions as we have times every few weeks to do this, especially related to science, history and Bible as well as the reading.
3.SL.2.4 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	D—We do this daily in reading.
3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.	D—We do this in Bible class.

<i>Comprehension</i>		
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	D—We work on this in reading with the Skill Sheets.
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	D—Mondays, Thursdays, and Fridays: Church & Chapel are discussed.
<i>Presentation of Knowledge and Ideas</i>		
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	D—Students give 3 reports every year.
3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	D—Students can use media to illustrate their reports. As a teaching tool, I use media weekly to elaborate especially for science class.
3.SL.4.3	Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	D—The students are trained at the start of each year to follow instructions including classroom procedures, general behavior, and written/oral work. As the year progresses, they improve.

3rd Grade's Bibliography

The books are for both student and teacher.

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