

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

| Grade Level: 3rd | Curricular Area: Language Arts | | |
|--|---------------------------------------|-----------------------------|--|
| Unit 1: Reading | Unit 2: Writing | Unit 3: Speaking | Unit 4: Listening & Viewing |
| 1A Word Recognition & Word Study 1a Word Recognition 1b Fluency 1c Vocabulary | 2A Writing Genre | 3A Conventions | 4A Conventions |
| 1B Narrative Text | 2B Writing Process | 3B Discourse | 4B Response |
| 1C Informational Text | 2C Personal Style | | |
| 1D Comprehension | 2D Grammar & Usage | | |
| 1E Metacognition | 2E Spelling | | |
| 1F Critical Standards | 2F Handwriting | | |
| 1G Reading Attitude | 2G Writing Attitude | | |



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 3 – Unit 1: Reading

Outcome: 1A1a: Word Recognition & Word Study/Word Recognition

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.WS.03.01 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.03.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p>R.WS.03.03 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.03.04 Automatically recognize the 220 Dolch basic sight words and 95 common nouns.</p> <p>R.WS.03.05 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> | <p>ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> | <p>Use alphabetical order to locate information of varying kinds.</p> <ul style="list-style-type: none"> • Practice alphabetical order by writing each book of the Bible on a paper strip. Distribute the strips to your students and then have them work together to arrange the strips in ABC order. • Have the children work in small groups using Bible dictionaries and Bible handbooks to find information about lists of subjects suggested by you or the class (e.g., animals in the Bible) |



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| <p>R.WS.03.06 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p> | <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| <p>1A1a: Word Recognition & Word Study/ Word Recognition Teacher Name: _____ Grade Level: 3</p> | <p>Curricular Area: Language Arts/Unit 1: Reading School Year:</p> | | | | |
| <p>Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.)</p> | <p>Dates Taught (month/day/initials):</p> | | | | |
| <p>R.WS.03.01 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.</p> | | | | | |
| <p>R.WS.03.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> | | | | | |
| <p>R.WS.03.03 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> | | | | | |
| <p>R.WS.03.04 Automatically recognize the 220 Dolch basic sight words and 95 common nouns.</p> | | | | | |
| <p>R.WS.03.05 Make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> | | | | | |
| <p>R.WS.03.06 Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p> | | | | | |
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Outcome: 1A1b: Word Recognition & Word Study/Fluency

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.WS.03.07 Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.</p> | <p>ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> | |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1A1b: Word Recognition & Word Study/Fluency Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.WS.03.07 Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text. | | | | | |
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Outcome: 1A1c: Word Recognition & Word Study/Vocabulary

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.WS.03.08 In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.</p> | <p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p> | <p>Use a junior dictionary to define and spell new words.</p> <ul style="list-style-type: none">• Play a tick-tack-toe game in which pairs of students must use their dictionary skills to look up a word in the dictionary and find a given answer. (E.g., how many syllables or how many different meanings does the word have?) Use words related to religion and doctrine such as <i>grace</i>, <i>creator</i>, and <i>omnipotent</i>. Upon finding the correct answer, the player selects where to place and <i>X</i> or <i>O</i> on the tick-tack-toe board. |



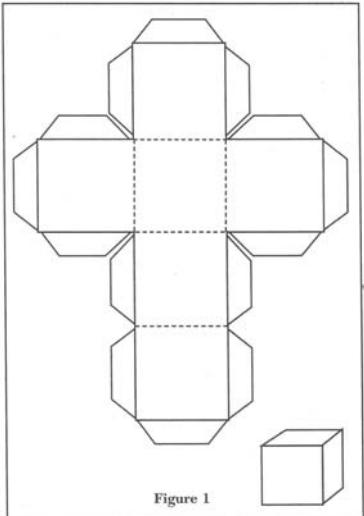
Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1A1c: Word Recognition and Word Study/Vocabulary Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.WS.03.08 In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. | | | | | |
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Church Extension Fund

Outcome: 1B: Narrative Text

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.NT.03.01 Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.</p> <p>R.NT.03.03 Identify and describe characters’ thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p> <p>R.NT.03.04 Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.</p> | <p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> | <p>Identify the main idea, significant details, and the sequence of events in stories read silently.</p> <ul style="list-style-type: none"> • Have each student give a “book review” of a Bible story, writing a summary of the plot, including main idea, details, and events. Let the children present their reports on an audiotape or videotape. Play the tape for everyone to enjoy. • Assemble “review cubes” of Bible stories by giving each student a paper pattern for making a cube (fig. 1). Have students state/draw the title and author, main idea, characters, etc., on given sides of the cube. Assemble the cubes, secure with tape, and display. <div data-bbox="1451 808 1812 1321" style="text-align: center;">  <p>Figure 1</p> </div> |



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| | <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> | <ul style="list-style-type: none"> • Rewrite Bible stories on sentence strips. Have students, working individually or in groups, piece the stories together in the right sequence. Then let them link the strips, in the correct order, to make a paper chain. Display the paper chains for all to read. • Have students design a cereal-box book report. On the front panel include the title, author, a sentence that describes the story's theme, and the name of the reporters. On the back panel include a game that incorporates story facts and characters and teaches the players about the story. On one side panel present important story elements such as the characters, plot, and setting. On the other side panel include a personal comment or opinion on how the story can relate to our Christian life, or how the story can be amended or improved so that it could relate to our Christian life. Include a small handmade object inside the box that represents an important element of the story. • Have students cut up comic strips from Christian comic books and put them back into the correct sequence. • Provide a classroom library of children's fiction that has a Christian perspective, such as the Action Readers series, Treehouse Kids series, and the Adventure Quest series, all available from Concordia Publishing House. After reading a book, have students design book "jackets" out of paper bags. Cut the bag in the shape of a sleeveless vest. Decorate the outside with the book's title and with illustrations. |
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| | | <p>Write a summary of the book on the inside of the “jacket.” Hang the book “jackets” on hangers or clothespins from a clothesline strung across a portion of your room.</p> <p>Predict the behavior of story characters.</p> <ul style="list-style-type: none">• Show the videotape of a story. Stop the tape during the story and have your students predict the character’s behavior and actions to follow. Start the tape again and see how everyone did with their predictions. Ask, “What can you predict about God’s actions in our lives?” (See Hebrews 13: 8.) |
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Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1B: Narrative Text Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.NT.03.01 Explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit. | | | | | |
| R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. | | | | | |
| R.NT.03.03 Identify and describe characters’ thoughts and motivations, story level themes (<i>good vs. evil</i>), main idea, and lesson/moral (<i>fable</i>). | | | | | |
| R.NT.03.04 Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. | | | | | |
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Church Extension Fund

Outcome: 1C: Informational Text

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p> <p>R.IT.03.02 Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.</p> <p>R.IT.03.03 Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.</p> | <p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> | |



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| | <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1C: Informational Text Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines. | | | | | |
| R.IT.03.02 Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution. | | | | | |
| R.IT.03.03 Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas. | | | | | |
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Church Extension Fund

Outcome: 1D: Comprehension

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.CM.03.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major ideas(s) and relevant details of grade-level informational text.</p> <p>R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding: including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.</p> <p>R.CM.03.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p> | <p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions..</p> <p>ELA.2.LE.2 Recognize and use authors’ techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> | <p>Read with increasing attention to meaning.</p> <ul style="list-style-type: none"> As students read Bible narratives, help them to look beyond the factual events of the story. Encourage them to look for God’s purpose. Why did He allow this to happen? What does this event mean for our lives today? Activities such as role-play and puppet plays help the children show their understanding of concepts being developed, as they demonstrate their possible use in practical and daily life situations. <p>Identify cause-and-effect relationships in stories read or heard.</p> <ul style="list-style-type: none"> Locate the cause-and-effect relationships in Bible stories such as the following: The People of Israel and the Bronze Snake; Joshua and the Battle at Ai; Samson and Delilah; Elijah, The Ravens and the Widow; Jairus’ daughter. Role-play a familiar children’s story involving cause-and-effect relationships. Then role-play it again, adding comments to indicate that one or more of the characters is a Christian. <p>Identify stories they read as being realistic or fantasy.</p> <ul style="list-style-type: none"> As you celebrate the Easter story, point out that at first some of the disciples did not believe Jesus had risen. The news the women brought to them seemed like |



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| | <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> | <p>nonsense and fantasy. (See Luke 24: 9-11.) Have the children discover how Jesus proved His resurrection was real. (See Luke 24: 36-46.)</p> |
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| | <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> | |
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| | <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| ID: Comprehension Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.CM.03.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | | | | | |
| R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major ideas(s) and relevant details of grade-level informational text. | | | | | |
| R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding: including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. | | | | | |
| R.CM.03.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts. | | | | | |
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Church Extension Fund

Outcome: 1E: Metacognition

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.MT.03.01 Self-monitor comprehension when reading or listening to text by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.</p> <p>R.MT.03.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p> | <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> | |



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| | <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> | |
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Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1E: Metacognition Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| R.MT.03.01 Self-monitor comprehension when reading or listening to text by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing. | | | | | |
| R.MT.03.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns. | | | | | |
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Church Extension Fund

Outcome 1F: Critical Standards

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.CS.03.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.</p> | <p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p> | |



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| | <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1F: Critical Standards Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| R.CS.03.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others. | | | | | |
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Church Extension Fund

Outcome: 1G: Reading Attitude

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>R.AT.03.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p> | <p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.EE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> | <p>Enjoy selecting age-appropriate and ability-appropriate books to read in leisure time.</p> <ul style="list-style-type: none">• Set aside 10-15 minutes each day in which children are to read silently, but may read whatever they choose. Suggest that one day of the week they choose to read Christian material such as Bible storybooks, contemporary Christian fiction, Christian comic books, etc. Note: Acquire Christian books for both your classroom and the school library so that these materials are available.• Throughout the year display a chart, bulletin board, or booklet titled “Good for You!” Whenever a student reads a book that they like and think other children may like, they can write down the title of the book and their own name. Allow extra space so that students may write an optional summary or comment about the book. Suggest that they draw a cross near any book that is specifically Christ-centered. Encourage students to refer to this list when they are looking for a good book to read. |



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 1G: Reading Attitude Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 1: Reading | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| R.AT.03.01 Be enthusiastic about reading and do substantial reading and writing on their own. | | | | | |
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Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 3 – Unit 2: Writing

Outcome: 2A: Writing Genre

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>W.GN.03.01 Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits.</p> <p>W.GN.03.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.03.03 Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g, compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p> <p>W.GN.03.04 Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p> | <p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> | <p>Write descriptions of story characters and infer motives.</p> <ul style="list-style-type: none"> Study various Bible characters. Using this information, have your students make a “trading card” for each character. Include significant statistics and personal accomplishments. Emphasize God’s action in that person’s life. On the front of the card draw the bible character’s picture. Variation: Draw the silhouette of a Bible character on poster paper. Have students write words inside the silhouette that describe the character, his or her motives, and God’s plan throughout the story. After reading Christian-based fiction have students describe the characters and their motives by designing a passport for each character. Include name, place of birth, occupation, photo, and vital statistics. Attach this to a travel brochure that would include a ticket (book title and author) and a description of what the character will encounter in the book. What will happen? Will it be exciting? How will problems be resolved? <p>Read their own stories to the class.</p> <ul style="list-style-type: none"> Provide your class with story starters and have them work with partners to finish the story. Share the stories aloud with the |



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| | <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> | <p>class. (One creative possibility, to encourage the children to consider the broad scope of God's creation, is to have the children pretend that God gave them Adam's job of naming all the animals. Have the children describe a variety of familiar animals, but give each a new name. For example, an animal with scaly skin that has a forked tongue and no legs could be called a "zigger-zagger" instead of a snake. When the stories are read aloud, the other children can guess the real names of the animals described.)</p> <ul style="list-style-type: none"> • Ask a child to write a sentence on a piece of paper. The only stipulation is that it must have something to do with God's grace or action. Now pass the paper to the next child and have him add a sentence to the first. Continue this rotation until each child has added a sentence. The goal is to write a statement that makes sense. Share the final product with the class. Discuss any changes that may need to be made. Use the statement in you worship time. |
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| | <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.</p> | |
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| | <p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2A: Writing Genre Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| W.GN.03.01 Write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits. | | | | | |
| W.GN.03.02 Write poetry based on reading a wide variety of grade-appropriate poetry. | | | | | |
| W.GN.03.03 Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g. compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents. | | | | | |
| W.GN.03.04 Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information. | | | | | |
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Outcome: 2B: Writing Process

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p> <p>W.PR.03.03 Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading, including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).</p> <p>W.PR.03.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p> <p>W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p> | <p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> | <p>Spell correctly the words they use when revising their writing.</p> <ul style="list-style-type: none"> Ask students to write individual prayers. Then have them exchange papers and edit spelling and grammar. After the papers are returned, students may rewrite, making corrections. |



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| | <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, using context and text structure.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> | |
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| | <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> | |
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| | <p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2B: Writing Process Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | | | | | |
| W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). | | | | | |
| W.PR.03.03 Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading, including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution). | | | | | |
| W.PR.03.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). | | | | | |
| W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups. | | | | | |
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Outcome: 2C: Personal Style

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>W.PS.03.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).</p> | <p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> | |



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| | <p>ELA.6.LE.2 Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.EE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2C: Personal Style Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| W.PS.03.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). | | | | | |
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Outcome: 2D: Grammar & Usage

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.</p> | <p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> | <p>Identify and use subject-verb agreement in oral and written sentences.</p> <ul style="list-style-type: none"> Write a variety of sentences from Bible stories or Bible verses on index cards, but change the subject-verb agreement. Divide students into teams. Provide each team with a card. Have them determine whether the subject-verb agreement is correct, circling errors and rewriting correctly. Teams are awarded points for correct answers within a specified time limit. <p>Construct sentences that are statements, questions, exclamations, or imperatives (commands).</p> <ul style="list-style-type: none"> Have students assume the identity of a Bible character. From this viewpoint, they are to write a sentence of each type (declarative, interrogative, exclamatory, and a command) as if that character had spoken it. <p>Identify and use the possessive forms of nouns and pronouns in speaking and writing.</p> <ul style="list-style-type: none"> The book of Psalms is filled with possessive pronouns. Have your class go on a possessive pronoun hunt and list all of them found in a given chapter. Make a chart with three columns: singular possessive, plural possessive, and possessive pronoun. Brainstorm examples of God’s blessings to correspond with each column (e.g., Billy’s bike, students’ humor, and our school). |



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| | | <p>Use capital letters where needed.</p> <ul style="list-style-type: none">• Have teams work together to make lists of Bible places, Bible people, and Bible books, using Bible storybooks and other materials as a reference. At the end of a specified amount of time, compare lists. Any words that are duplicated between teams must be eliminated. Words without capital letters must be eliminated. The team with the most correct answers remaining wins. |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2D: Grammar & Usage Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue. | | | | | |
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Church Extension Fund

Outcome: 2E: Spelling

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| <p>Grade Level Content Expectations (GLCEs)</p> <p>W.SP.03.01 In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> | <p>Michigan Benchmarks</p> <p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different point of view, and rich descriptions.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> | <p>Teaching the Faith Activities</p> <p>Spell correctly the words they use when revising their writing.</p> <ul style="list-style-type: none"> Encourage students to correctly spell words related to Christmas (e.g., Immanuel, Bethlehem, shepherds, Savior). Have the children write these words in a decorative style on large colorful sheets of paper with colorful marking pens and use the paper to wrap Christmas gifts. <p>Write dictated sentences and paragraphs, using correct spelling and punctuation.</p> <ul style="list-style-type: none"> To review previously explained and memorized Bible verses, dictate the words slowly so students may write the Bible verse. Recognizing the abilities of your class, always spell out any words that are beyond their level. (For example, “Great is the Lord and most w-o-r-t-h-y of p-r-a-i-s-e.” Psalm 96: 4.) |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2E: Spelling Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| W.SP.03.01 In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). | | | | | |
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Church Extension Fund

Outcome: 2F: Handwriting

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| W.HW.03.01 Fluently and legibly write the cursive alphabet. | ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver. | Write legibly in cursive writing. <ul style="list-style-type: none">• At the beginning of Lent, discuss with your class the meaning of the phrase <i>Christ, the Lamb of God</i>. Provide each student with one or more paper strips. Tell students NOT to write their names on the paper. Ask students to use their best cursive writing to write one sentence per strip, telling of a sin for which they want to ask Christ's forgiveness. (Assure students that no one will read what they have written.) After all strips have been completed, have students roll the paper around a pencil to curl the paper strips. On a large bulletin board picture of a lamb (with a cross, fig. 2), attach the curled papers to represent the lamb's fleece. Explain that this represents Jesus, who was sacrificed to take away our sin and its punishment. |



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| | |  <p data-bbox="1570 613 1659 636">Figure 2</p> <ul data-bbox="1402 714 1911 1136" style="list-style-type: none">• Choose a short, special Bible verse each week to be your <i>theme verse</i> for the week. (It does not need to be related to your Bible lessons.) Have the students copy the verse in their best handwriting on colored strips of paper. Use the verse in your opening or closing worship each day. Post the colored strips of paper around your worship center bulletin board as a constant reminder of the verse. At the end of each week, have the children add the paper strips to individual student books. At the end of the year, each child will have a colorful collection of favorite Bible verses. |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2F: Handwriting Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> <i>(The italicized indicates the one used.)</i> | Dates Taught (month/day/initials): | | | | |
| W.HW.03.01 Fluently and legibly write the cursive alphabet. | | | | | |
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Objective: 2G: Writing Attitude

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| W.AT.03.01 Be enthusiastic about writing and learning to write. | ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes. | |



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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 2G: Attitude Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 2: Writing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| W.AT.03.01 Be enthusiastic about writing and learning to write. | | | | | |
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Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 3 – Unit 3: Speaking

Outcome: 3A: Conventions

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|--|---|--|
| <p>S.CN.03.01 Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.</p> <p>S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.</p> <p>S.CN.03.03 Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.</p> <p>S.CN.03.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.CN.03.05 Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.</p> | <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.4.LE.1 Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals, and hobbies.</p> | <p>Articulate and use all sounds correctly.</p> <ul style="list-style-type: none"> Use speech skills, as well as phonics skills, to sound out some of the difficult words and names in the Bible. |



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| | <p>ELA.4.LE.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p> | |
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| | <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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|--|---|--|--|--|--|
| 3A: Conventions Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 3: Speaking School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| S.CN.03.01 Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships. | | | | | |
| S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions. | | | | | |
| S.CN.03.03 Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations. | | | | | |
| S.CN.03.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) | | | | | |
| S.CN.03.05 Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership. | | | | | |
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Outcome: 3B: Discourse

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters’ thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p> <p>S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p> <p>S.DS.03.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.</p> | <p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> | <p>Lead small groups in impromptu or prepared prayer.</p> <ul style="list-style-type: none"> • Have students lead daily devotions. They may include a Scripture reading, story, prayer, and song. Gather a supply of resources for students to use such as <i>My Devotions</i> or <i>Little Visits</i> books (available from Concordia Publishing House) along with possibilities for prayer lists. • Discuss the purpose of family devotions, write one as a class, and then encourage students to use it with their families. Help families in their prayer life together by providing them with resource materials or the names of sources where they may obtain additional information. • Model a simple and natural prayer life by frequently taking time to offer thanks or requests to God in prayer throughout your classroom day. For example, offer a prayer before leaving on field trips; and if you eat lunch on your field trip, use your usual prayer wherever you are, pointing out that this is also an opportunity for your students to witness to those around them. <p>Use pitch, rhythm, rate, and volume of speech to convey meaning.</p> <ul style="list-style-type: none"> • The Psalms lend themselves beautifully to rhythm. Use rhythm instruments to keep a beat as you employ a psalm as a choral reading. Experiment with pitch, rate, and volume as you read. For variation, use a children’s version of the psalms. |



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| | <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> | <ul style="list-style-type: none"> • Have students reenact a Bible scene using only humming to represent dialogue. • Change procedures in your classroom worship by chanting portions that are usually spoken, and speaking portions that are usually sung. <p>Dramatize favorite stories.</p> <ul style="list-style-type: none"> • Divide your class into groups and assign each group a Bible story. The groups are responsible for dramatizing the stories in any fashion they choose (e.g., paper bag puppets, clay figures, a TV scroll). Videotape the presentations. Play the tape during your open house, a PTL meeting, or in the church narthex before/after a worship service for others to enjoy. • Have a group of students begin to act out a Bible narrative. In the middle of the action yell “FREEZE!” Give each actor a different role from the same scene and resume action. • <i>The Best Christmas Pageant Ever</i> by Barbara Robinson provides excellent opportunities for creative dramatics. |
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| | <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interview, and submissions for publications.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> | |
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| | <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 3B: Discourse Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 3: Speaking School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | | | | | |
| S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters’ thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience. | | | | | |
| S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. | | | | | |
| S.DS.03.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect. | | | | | |
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Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 3 – Unit 4: Listening & Viewing

Outcome: 4A: Conventions

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
|---|---|-------------------------------|
| <p>L.CN.03.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p>L.CN.03.02 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p> <p>L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p> <p>L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.</p> | <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.4.LE.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p> | |



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| | <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p> | |
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Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 4A: Conventions Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 4: Listening & Viewing | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | School Year: _____ Dates Taught (month/day/initials): _____ | | | | |
| L.CN.03.01 Ask substantive questions of the speaker that will provide additional elaboration and details. | | | | | |
| L.CN.03.02 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. | | | | | |
| L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. | | | | | |
| L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media. | | | | | |
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Church Extension Fund

Outcome: 4B: Response

| Grade Level Content Expectations (GLCEs) | Michigan Benchmarks | Teaching the Faith Activities |
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| <p>LRP.03.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>LRP.03.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>LRP.03.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.</p> <p>LRP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p> <p>LRP.03.05 Respond to and retell what a speaker said, paraphrasing, and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.</p> | <p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> | <p>Suggest realistic and logical alternative conclusions to a story.</p> <ul style="list-style-type: none">• Discuss the terms <i>realistic</i> and <i>logical</i> and their opposites. Create “What if” story starters for your students to use, such as, “What if Eve hadn’t taken a bite from the fruit?”; “What if the Red Sea had not parted?”; “What if Pontius Pilate had released Jesus?”• Have students highlight conflicts in news articles that involve negative resolution. Rewrite the articles offering positive and peaceful resolutions to each conflict. Pray that God would lead us and others in the world to follow His ways in peace and love.• Discuss what might appear to be “logical” endings, humanly speaking, to a Bible story such as “Jesus Feeds More than 5,00 People.” (Humanly speaking, the ending would be to send the people home hungry.) Thank God that His power and His wisdom is beyond our understanding! (Also see 1 Corinthians 1: 25.) <p>Discuss story plots.</p> <ul style="list-style-type: none">• After hearing a Bible story, list the three key steps in the plot of the story. Draw a picture that illustrates the three main points.• Rewrite familiar fairy tales using Christian values in the plot (e.g., the giant in “Jack and the Beanstalk” reforms and uses his abilities to wash windows on tall |



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| | <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> | <p>buildings, Snow White forgives the wicked queen).</p> <ul style="list-style-type: none"> • Have the class select a favorite Saturday morning cartoon show. Analyze it by asking questions such as these: Does the cartoon say it's okay to hurt people if your intentions are good or if it seems funny: Does "might make right"? What are the cartoon's heroes like? The villains? Do real people ever behave in similar ways? Write responses to these questions on chart paper and include the ideas in a letter to the show's sponsor. <p>Describe in writing the images and feelings they receive when stimulated by music and art.</p> <ul style="list-style-type: none"> • Play various forms of religious music for your students: hymns, instrumental music, adult choral music, children's choral music, contemporary children's music, and Christian rock. After listening to the music, ask students to write a list of descriptive words or a poem to express their impressions and feelings. • Have each student draw a picture of Jesus on the cross, color the picture with crayons, and wrinkle/wad the paper up. Then unfold it and paint over the entire picture with a purple wash for a batik effect. Display the pictures. Then ask the students to write, in paragraph form or as poetry, their feelings about the picture and process and more important, their response to Jesus as their Savior. • Display and study the face of Jesus in a variety of famous paintings. Then have students write comparisons/descriptions of the different emotions portrayed. Consider |
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| | <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> | <p>what each artist is trying to portray about Christ. Ask the students why they wish they knew exactly what Jesus looks like, or why they are glad no one was making pictures of Him when He was on earth, and when they hope to see His face (see 1 John 3: 2 and Revelation 22: 3-4).</p> <p>Listen with increasing discrimination and ask questions to check their understanding.</p> <ul style="list-style-type: none"> • Have parents of the children in your class and senior members of the congregation read Bible stories on audiotapes. Let the children use these tapes in your classroom listening center. Provide a list of questions to accompany the tape, with an answer key on the back. |
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| | <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> | |
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Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

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| 4B: Response Teacher Name: _____ Grade Level: 3 | Curricular Area: Language Arts/Unit 4: Listening & Viewing School Year: | | | | |
| Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicates the one used.) | Dates Taught (month/day/initials): | | | | |
| LRP.03.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. | | | | | |
| LRP.03.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | | | | | |
| LRP.03.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding. | | | | | |
| LRP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally). | | | | | |
| LRP.03.05 Respond to and retell what a speaker said, paraphrasing, and explaining the main idea, and then extend their response by connecting and relating it to personal experiences. | | | | | |
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