

GRADE THREE

SCRIPTURE / BELIEFS

In Grade Three, the teacher will provide the following *Catechesis*:

1. Briefly talk with the children about a 'mystery' of Faith. (CCC 144, 163-165)
2. The mystery of the Holy Trinity is one of the greatest mysteries of our Faith. God is the Holy Trinity. There are three Persons in one God: God the Father, God the Son, and God the Holy Spirit. (CCC 253)
 - The Father is God.
 - The Son is God.
 - The Holy Spirit is God. (Also, see Appendix 1)
3. God the Father is the First Person of the Holy Trinity.
4. God the Father is a loving and caring Father, Who is in Heaven.
5. God always loves us, and is always faithful to us.
6. God is all-powerful, all-loving, all-knowing, all-present, all-just, all-merciful; God is perfect in every way. (See Appendix 6)
7. God freely created all things from nothing. All creation reflects the glory of God and teaches us about the wisdom of God.
8. God creates out of love. God created us, His children, in His image and likeness.
9. God created us, His children, body and soul. Our soul gives life to our body, and the soul thinks and chooses, i.e. intellect and will (makes decisions).
10. God created His children with a free will to know, love, and serve Him - to choose good and avoid evil
 - by using reason to see in the world around us that God exists.
11. God gave everyone a Guardian Angel.
12. Angels have souls without a body. Some angels have chosen to serve God permanently.
13. Some of the angels created by God fell from grace. We call the fallen angels 'demons'.
14. Satan (the Devil) and the other fallen angels are in hell. Satan and the demons try to tempt us to do evil. God does not want any human being to go to hell. (CCC 391-395, 1037)
15. Satan and the demons try to tempt people to sin against God.
16. Heaven, Hell, and Purgatory exist.
17. Heaven is everlasting joy, happiness, and glory with God.
18. Hell is everlasting suffering, the primary pain of which is separation from God.
19. Purgatory is a state, after death, in which holy souls (those who have died in a state of grace but are not yet perfectly purified) are made free from the effects of sin so as to enter Heaven.
20. Since all of those who are in purgatory died in the state of Sanctifying Grace (God's life is us), they will all be in heaven one day. (CCC 1023-1037)
21. Original Sin was the sin of disobedience of Adam and Eve against God.
22. The Old Testament is writings about God's relationship with His chosen people, the Israelites, and the Old Testament is the time of preparation for the coming of Jesus. (CCC 62-64, 121-123)
23. The response of Faith is obedience - as in Abraham's response to God.
24. When God made a Covenant (family bond) with the Israelites, He gave them the Ten Commandments, through Moses, as the way to live in His family.
25. God called Moses to deliver the Israelites from Egyptian slavery and idolatry.
26. Review with the children the accounts of Abraham, Moses, and King David.
27. Have the children begin to memorize the Ten Commandments.
28. Commandments 1-3 help us to love God; Commandments 4-10 teach us to love our neighbor.
29. The Psalms are special Old Testament prayers of praise, petition, thanksgiving, and sorrow. (CCC 1176, 2585-2589)
30. The Psalms may be set to music and are prayed or sung at Mass. (CCC 1156-1158)

31. God reveals Himself to us through Sacred Scripture (the Bible) and Sacred Tradition (the truths of God handed on from Christ and the Apostles that have been passed on by word of mouth). (CCC 85-87)
32. God revealed Himself to us fully and more directly when He sent His only Son.
33. The Second Person of the Holy Trinity became man while remaining God. He is Jesus Christ. (CCC 464)
34. We can come to know Jesus better when we read, study, and pray with the Scriptures. (CCC 2705-2708)
35. Tell the children about the Archangel Gabriel coming to Mary and the miracle of the virginal conception of Jesus at the Annunciation. The Feast of the Annunciation is March 25.
36. St. Joseph is the foster-father of Jesus. The Angel told Joseph to give the name 'Jesus' to Mary's child.
37. Introduce the New Testament writings about Jesus, Who shows us how to know and love God. (CCC 124-127)
 - Annunciation and the Incarnation of Jesus
 - Visitation of Mary to Elizabeth
 - The Nativity of Jesus
38. Jesus was baptized at the age of thirty before He began His public life, teaching for three years.
39. Jesus was baptized by John the Baptist to give us an example to be baptized and to be forgiven of our sins.
40. The New Testament parables teach about the coming of the Kingdom of God.
41. The parables are stories Jesus used to teach about the Kingdom of God. The children should be able to name / explain, at least, three parables. (CCC 543, 546, 605, 681, 1465, 2613, 2707)
42. The miracles of Jesus show us the goodness that will be ours in His Kingdom of Heaven.
43. Miracles and parables tell about Jesus and His Kingdom.
44. Jesus saved all people by His death and Resurrection.
45. Jesus rose from the dead on Easter, and appeared to His disciples during the next forty days.
46. At the Resurrection of Jesus on Easter, His soul brought His body to life again.
47. The Scriptural Account of Jesus' Passion, Death, Resurrection, and Ascension is called the *Paschal Mystery*. (CCC 1085, 1103-1106, 610-618, 1382)
48. The events of the *Paschal Triduum* are: the Last Supper; Jesus' Suffering, Death and Burial; the Resurrection.
49. Forty days after Easter, Jesus ascended into heaven to begin His reign as King of Heaven and Earth.
50. The Ascension is the beginning of Christ's reign as King in Heaven.
51. Christians share in the death and rising of Jesus when they are baptized.
52. Every Sunday is a celebration of Easter.
53. Jesus will come again to judge people by how they lived.
54. At the end of time, the Resurrection of the body and the Judgment will occur for every human person.
55. Offer a brief and sensitive understanding of the Catholic view of death.
56. When we die, our soul ceases to keep our body alive.
57. At our Resurrection, at the end of time, our soul will enliven our body again. (CCC 336)
58. The Holy Spirit is the Third Person of the Holy Trinity.
59. Jesus sent the Holy Spirit on His Church to continue His mission to teach, govern, and sanctify.
60. The mission of the Holy Spirit is to lead everyone to heaven.
61. The Holy Spirit guides the Catholic Church. (CCC 737-741)
62. The Immaculate Conception of Mary means: "From the first moment of her life, at her conception, Mary was free from Original Sin by God's Grace.
63. Mary is the Mother of God and the Mother of the Church. (CCC 509, 963)
64. At the end of her earthly life, Mary was assumed body and soul into heaven. This feast of the Assumption is celebrated on August 15th.

65. Those who make up the Communion of Saints, are those in heaven, the souls in purgatory, and the Church on earth.
66. The marks of the Church founded by Jesus Christ are: one, holy, catholic, and apostolic. (CCC 811)
67. The Church is made up of people united by their profession of the Faith, reception of Sacraments, and submission to the leadership of the Pope and Bishops.
68. Jesus selected Twelve Apostles to serve as His followers, and Peter had a place of primacy among them.
69. The Pope and Bishops today are successors to Peter and the Apostles: they teach, govern, and sanctify in Jesus' name.
70. A 'Creed' is a prayer that tells what Catholics believe. (See Appendix 5)

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade Three, the teacher will provide the following *Catechesis*:

1. God takes care of all people, and He is always faithful. (CCC 2589)
2. Obedience to God's Will is part of believing in God.
3. We are made in the image of God with powers to think and choose.
4. Grace is the life of God in our souls.
5. Teach the children the names of the Seven Sacraments. (CCC 1113) (See Appendix 6)
6. Students should memorize the definition of Sacrament: "A Sacrament is an outward sign, instituted by Christ, to give grace." (CCC 1131)
7. Baptism, Confirmation, and the Holy Eucharist are the Sacraments of Initiation. (CCC 1212)
8. Baptism makes us children of God and members of the Church. (CCC 1267-1270)
9. Baptism takes away Original Sin and gives the gift of grace.
10. Discuss the meaning of a 'Covenant' as a family bond, and an explanation of it in terms of Baptism.
11. People baptized into Christ have Christian dignity.
12. The Sacrament of Penance is to experience Jesus' love, healing, and mercy by going to Confession.
13. One who goes to Confession can receive Jesus' healing and build up their conscience.
14. Begin to teach the children how to make a good Confession - using the Ten Commandments as a guide for an Examination of Conscience.
15. Jesus, as God, forgives sin.
16. Review the Rite of the Sacrament of Penance and the five steps to make a good Confession:
 - a. Examination of Conscience
 - b. Confession of one's sins
 - c. Contrition (having sorrow for one's sins)
 - d. Purpose of Amendment (a firm resolve, with God's grace, to avoid sin)
 - e. Absolution and Penance from the Priest
17. The Mass has three parts:
 - a. The Introductory Rite of the Mass includes the Confiteor and the Gloria.
 - b. The Liturgy of the Word, in the first part of the Mass, includes Bible Readings and a Homily (from the pulpit), the Creed, and the Prayers of the Faithful.
 - c. The second part of the Mass, the Liturgy of the Eucharist, is the Offertory, the Consecration, the Our Father, and Holy Communion, which take place at the altar.
18. Instruct the children how Catholics observe the Sabbath by going to Mass and resting from work.
19. The Mass is our greatest prayer. After reaching the age of reason (usually considered to be the age seven), Catholics have the obligation to attend Mass every Sunday (weekend) and Holy Day of Obligation. (CCC 1167, 2043, 2180-82)
20. We gather as a parish family at Mass to celebrate the Passion, Death, Resurrection, and Ascension of Jesus. (CCC 1362-72)

21. At Mass, we listen to God's Word, celebrate what Jesus has done for us and, if we are in a state of grace, receive Jesus in Holy Communion. (CCC 1348-1355)
22. There may be children who cannot attend Mass because nobody will take them. In these cases, the child is not guilty of sin. The sin would be if the child could attend Mass on his / her own, and does not do so.
23. Jesus, through the Priest, makes present His one, perfect sacrifice at every Mass. (CCC 1382)
24. Jesus' sacrifice on the Cross and His sacrifice at the Mass are the same sacrifice.
25. Jesus' bloody sacrifice on the Cross is made present in an un-bloody, real, and sacramental way in the Mass.
26. The Mass is a Sacred Banquet at which, if we are in a state of grace, we may receive the Body and Blood, Soul and Divinity, of Jesus. By receiving Holy Communion, we become more like Jesus. (CCC 1382)
27. The Holy Eucharist is at the center of our Catholic Faith. The Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ under the appearances of bread and wine. (CCC 1074, 1324, 1374, 1413)
28. The Holy Eucharist, which is the Real Presence of Jesus, nourishes and strengthens us to follow Him. (CCC 1378, 1379)
29. The Holy Eucharist is the greatest gift that we can receive in this life, because the Holy Eucharist is Jesus Himself.
30. At the Last Supper, Jesus changed the Jewish Passover into the Mass.
31. During the Mass, through the words and actions of the Priest, the bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus. (CCC 1352, 1353, 1412)
32. After the Consecration, there is no more bread and wine. There is only the appearance of bread and wine. (See Transubstantiation: CCC 1376)
33. The Transubstantiation occurs at the time of the Consecration. Transubstantiation means: "The bread and wine are changed into the Body and Blood, Soul and Divinity, of Jesus."
34. Have the children memorize: "The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ under the appearances of bread and wine."
35. The Real Presence is that the whole Christ is truly, really, and substantially, present in the Holy Eucharist.
36. The Holy Eucharist is the Body and Blood, Soul and Divinity, of Jesus Christ, fully God and fully Man.
37. The Consecration occurs when the Priest says the words of Jesus: "This is My Body" ... and "This is My Blood" ... over bread and wine during the Mass.
38. Anyone who is aware of having committed mortal sin must receive absolution in the Sacrament of Penance before he / she receives Holy Communion. (CCC 1415) Receiving the Sacrament of Penance regularly helps us to be holy.
39. Being properly prepared to receive Holy Communion means a person must: a) be Catholic; b) be free from mortal sin (i.e. to be in the state of grace); c) have fasted from food and drink for, at least, one hour before receiving Holy Communion; and, d) have the right intention of being united with Jesus Christ.
40. Water and / or medicine do not break the Eucharistic fast. (cf. Canon 919 of the Code of Canon Law)
41. By receiving Holy Communion, we are given the power to live and love like Jesus in the world. (CCC 1397)
42. Jesus, as God, is present everywhere. However, when we refer to the *Real Presence*, we are referring to Jesus' substantial, incarnate presence in the Holy Eucharist - Body and Blood, Soul and Divinity - fully God and fully Man..
43. Prayer is raising our minds and hearts to God, and we should speak with Him many times every day. (CCC 2558-65, 2648, 2757)
44. There are different forms of prayer: Adoration, Contrition, Thanksgiving, Supplication / Petition (ACTS).
45. A novena is a prayer or prayers said for a period of nine days to God, to Mary, or to one of the Saints.
46. Pray with the children for the protection of all human life from conception to natural death. (CCC 2258-62)
47. Christians forgive those who hurt them, bear wrongs patiently, and pray for both the living and the dead. (CCC 2842-45, 2447)

48. Assist the children in participating in the Stations of the Cross, especially, during Lent. *(See Appendix 7)*
49. Talk about many different Saints, so that the children will understand that the Communion of Saints are the people in heaven, the people in purgatory, and those on earth trying to live a holy life with God. The three groups make up the whole Church. *(CCC 2673-84)*
50. Observe the liturgical seasons / colors and understand the significance of each season. *(CCC 2698, 2720)*
51. Discuss the liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
52. The colors for the liturgical seasons are, as follows: Advent / Violet; Christmas / White; Ordinary Time / Green; Lent / Violet; Easter / White). Red is for the feasts of martyrs, who shed their blood for Christ.

CHRISTIAN MORALITY / CHRISTIAN SERVICE

In Grade Three, the teacher will provide the following *Catechesis*:

1. God made us to know, love, and serve Him in this life, and be happy with Him in Heaven. *(CCC 1721)*
2. God made us in His image and likeness, and all people are made *very good*. *(CCC 356-361)*
3. God wants us to know, love, and serve Him.
4. God loves and respects us so much He wants us to cooperate with Him in His work. *(CCC 306)*
5. The gifts God has given us are to help us and others live holy lives and get to Heaven. *(CCC 783)*
6. To rightly exercise stewardship, one uses God's gifts wisely, as a response to His giving many gifts to us.
7. Because of the dignity God gave all human beings, we are to respect others and ourselves in thought, word, and deed. *(CCC 2258)*
8. We have a responsibility to bring hope and comfort to others by kind words and actions. *(CCC 1731)*
9. The means to holiness is grace. Two kinds of grace are: a) Sanctifying Grace and b) Actual Grace.
10. In Baptism, God the Father adopts us and makes us His children.
11. Sanctifying Grace is God's free gift that makes us His holy children. *(CCC 1996)*
12. Sanctifying grace is a sharing in God's divine life, making us adopted children of God. *(CCC 1996-2000)*
13. Actual Grace is help from God so that we can do His Will. *(CCC 2000)*
14. Grace is God's gift of life. Through prayer, Sacraments, Scripture, and the intercession of the Saints, we become disposed for grace.
15. Jesus is our model for how to live as God's holy children. *(CCC 1694, 1698)*
16. Jesus shows His followers how to live so they can go to heaven.
17. The Virtues are strengths or habitual practices by which we do good. *(CCC 1803, 1833-1834)*
18. Teach the children that they will grow in virtue by being peacemakers in their families and with their classmates (e.g. through kindness, thoughtfulness, and helpfulness to others). *(cf. Matt. 5: 9)*
19. There are three Supernatural / Theological (God-given) Virtues, and these are:
 - Faith: believing all that God reveals, because He can neither deceive nor be deceived. *(CCC 1814)*
 - Hope: trusting that God will give us all the grace we need to be holy and get to Heaven. *(CCC 1817)*
 - Charity: loving God above all else and loving our neighbors as ourselves for the love of God. *(CCC 1822)*
20. When we follow the Ten Commandments, we respect the dignity of each person and lead a happy and holy life with God. *(CCC 2052)*
21. When we keep the Ten Commandments, we show our love for God and our neighbor. When we break the Commandments, we sin. *(CCC 2055, 2072-2082) (See Appendix 6)*
 - Commandment 1: There is only one true God, and we are to worship Him alone.
 - Sins against Commandment 1 include: superstition and idolatry, magic and witchcraft.

- Commandment 2: We are to always use the name of God and Jesus Christ with reverence.
Sins against Commandment 2 include: blasphemy and cursing, and using God's Name carelessly.
- Commandment 3: We keep holy the Lord's Day by going to Mass on Sunday, doing works of charity, resting, participating in family activities, and by avoiding work and shopping.
- Commandments 4 and 5: a) Teach us to honor our parents and those in authority, and to respect life.
b) Teach us that the family is the domestic 'church'.
Sins against Commandment 5 include: hurtful anger against others, and the ending of a person's life.
- Commandments 6-10: Teach us to respect everyone's body, to be truthful, and to be satisfied with what God gives us.

22. Sin is the refusal to love God and others, the refusal to obey God's Commandments, and is an offense against God.
23. Sin is any intentional thought, word, deed, or omission that breaks God's law.
24. Venial sins do not destroy the life of grace in the soul, but mortal sins do. (CCC 1855, 1861-1863)
25. For a sin to be mortal, there are *three* conditions: (CCC 1857)
 - a. The bad thought, word, or deed must be serious in itself. (CCC 1858)
 - b. One must know the sin is serious. (CCC 1859) wrong
 - c. One must freely choose to commit the sin anyway. (CCC 1859)
26. For a sin to be venial, only *two* of the three conditions for mortal sin are present. (CCC 1862)
27. God's merciful love and His desire to forgive our sins is shown in the Good Shepherd image of Jesus.
28. The way to lose Sanctifying Grace (God's life in one's soul) is by committing mortal sin. The ordinary way that a person who commits mortal sin recovers Sanctifying Grace is through the Sacrament of Confession, by which he / she is absolved from his / her sins. (CCC 1440, 1861)
29. God gives each of us a conscience, telling us what is good and what is evil. (CCC 1776)
30. It is important that we have a well-informed conscience.
31. Help the children to examine their thoughts, words and actions in light of Jesus' Law of Love. (CCC 2052-2055)
32. The power of good and God's grace are stronger than evil. (CCC 681, 2850-2854)
33. The Church Seasons of Advent and Lent are times to strengthen the positive moral habits of prayer and sacrifice and are good times for receiving the Sacrament of Penance. (CCC 524, 540, 1438)
34. Give examples of how the parish reaches out in service to others and how the children can help, e.g. Operation Rice Bowl, food drive for the hungry, and a clothing collection to share with the poor.
35. The followers of Jesus are known by their love for God / others, especially for the unborn, weak, sick, special-needs people, and aged people.
36. The Holy Eucharist helps us be committed to the poor. (CCC 1397, cf. CCC 2021)
37. Have the children be able to name, at least, five Saints who are models of service.
38. Catholics share in the Cross of Christ in hope of heaven.
39. As God's children, we are called to be part of a larger family, the Church. (CCC 775)
40. The Church is one: one in beliefs, one in worship, and one in government. (CCC 815, 816)
41. Describe the people who make up the Church community as Clergy, Religious, and the Laity.
42. Discuss the ways by which Clergy and Religious serve the Church.
43. The Church throughout the world is made up of many dioceses. A Diocese is made up of many parishes. (CCC 894)
44. A Bishop is the head of a diocese and is under the authority of the Pope. (CCC 886)
45. The Pope is the visible head of the Church on earth and the successor of St. Peter. (CCC 882)

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46. Identify Mary as the perfect disciple of Jesus.
47. The lives of the Saints show us how to follow Jesus. (See Appendix 2)
48. The four *Last Things* are: Death, Judgment, Heaven, and Hell.

FORMATION

In Grade Three, the teacher will provide the following Catechesis:

1. Review making the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..." (CCC 2157, cf. CCC 786) (See Appendix 5)
 2. Ways to fold hands during prayer.
 3. Daily prayer, especially, in the morning and evening.
 4. Pray in one's own words, *spontaneously*. Help the children to simply 'BE' in God's Presence.
 5. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there. (CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
 6. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
 7. Daily practice of the Examination of Conscience. (CCC 1454)
 8. Special devotion to one's Guardian Angel.
 9. Devotion to Mary, especially on Saturdays, and during the months of October and May.
 10. An explanation of the Mysteries of the Rosary. (See Appendix 8)
 11. Prayer to the Saints.
 12. Prayer for the intentions of Pope, Bishop, and Pastor of the parish.
 13. Devotion to St. Joseph.
 14. Quiet and reverence while in church.
 15. Proper manner of sitting, standing, and kneeling in church.
 16. Proper and regular use of Holy Water - with the *right hand*.
 17. Make a genuflection on the *right knee*.
 18. A review of the Act of Contrition and the importance of sorrow for sin.
 19. Review the proper manner of making a good Confession - the steps for going to Confession.
 20. A familiarity with the formula for the Sacrament of Penance. (CCC 1450-1460)
 21. Participate in an Examination of Conscience. (CCC 1454) (See Appendix 5)
 22. A review of the Ten Commandments - in preparation for Confession.
 23. Frequent Confession (at least once a month).
 24. To say "I'm sorry, forgive me" to anyone offended.
- Note:** Be certain that students are told or encouraged not to disclose sins or even faults in class. The appropriate context for the disclosure of sins is the Sacrament of Penance.
25. Participate fully at Mass by listening to the readings, responding, singing, and with active participation.
 26. Proper manner for reading at Mass (whenever this begins in the parish / school).
 27. A review of the doctrine of the Mass as a meal and a sacrifice instituted by Jesus.
 28. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
 29. At the beginning of the Gospel reading, to make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
 30. Bow or kneel when we say 'and became man' in the Creed.

31. Explain the significance of the 'Sign of Peace' at Mass.
32. A review of the importance of frequent (at least, every Sunday), worthy, and reverential reception of Holy Communion.
33. Preparation for the reception of Holy Communion.
34. Make an act of reverence before receiving Holy Communion (bow, genuflect).
35. Proper way to receive Holy Communion on the tongue and in the hand.
36. Proper manner for serving at Mass (whenever this begins for boys in the parish).
37. The significance of the Feast of the Immaculate Conception (Patronal Feast of the United States and of the Diocese of Lincoln).
38. The significance of the Feast of the Assumption of Mary.
39. The litanies of the Saints, of the Blessed Virgin Mary, and of the Sacred Heart.
40. The liturgical celebrations of Holy Week.
41. The liturgical seasons of Advent, Christmas, Lent, and Easter.
42. The significance of the Feast of the Ascension of the Lord.
43. The significance of the Feast of Pentecost.
44. Proper use of medals, scapulars, crucifix, holy cards, etc.
45. Obedience to those who have authority to tell others what to do.
46. Make visits to the Blessed Sacrament in the Tabernacle.
47. Introduce Eucharistic Adoration and the Benediction Service.
48. Familiarity with how to participate at a Benediction Service.
49. Practice tithing in support of the Church and the poor.
50. Practice stewardship of natural resources and material possessions.
51. Know the name of the Pope, Bishop, and Pastor.

PRAYERS TO LEARN

In Grade Three, the teacher will provide the following Catechesis:

1. Review all prayers from the previous grades. (See Appendix 5)
2. How to pray the Rosary. (CCC 2678, 2708, cf. 1674) (See Appendix 8)
3. The Mysteries of the Rosary. (See Appendix 8)
4. Responses to the Bishop's Blessing. (See Appendix 5)
5. The Apostles' Creed. (See Appendix 5)
6. Prayer for the Poor Souls in Purgatory.
7. The formula to use in the Sacrament of Penance: (CCC 1450-1460)

At the beginning: *Bless me, Father, I have sinned. My last confession was _____. My sins are _____ (the penitent states the sins). I am sorry for my sins.*

The priest talks and gives a penance.

The penitent makes an *Act of Contrition*.

The priest gives absolution.

Priest: *"Give thanks to the Lord for He is good."*

Penitent: *"His Mercy endures forever."*

Priest: *The Lord has freed you from your sins. Go in peace."*

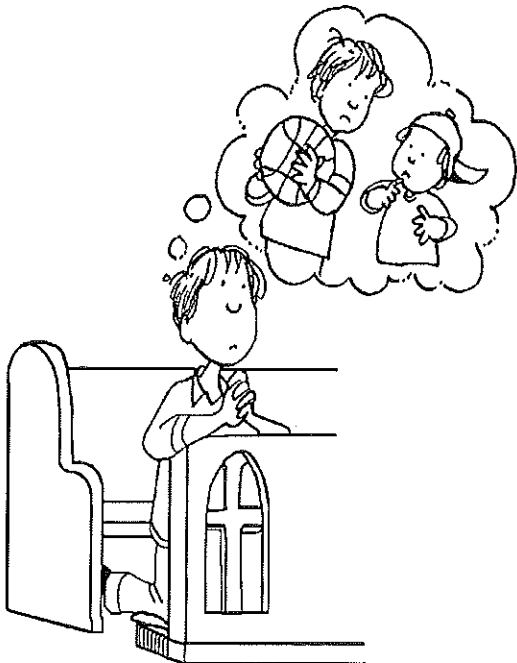
Just prior to leaving the confessional, the penitent says: *"Thanks be to God."*

92 Questions

1. How many Gods are there?
A. One.
 2. How many Persons are there in God?
A. Three Persons in God.
 3. Who are they? What are their names?
A. God the Father, God the Son, and God the Holy Spirit.
 4. Is the Father God?
A. Yes.
 5. Is the Son God?
A. Yes.
 6. Is the Holy Spirit God?
A. Yes.
 7. How many Gods are there?
A. There is only one God.
 8. What do we call this mystery?
A. The mystery of three Persons in one God is called the Blessed or Holy Trinity.
 9. Which Person of the Holy Trinity became man?
A. The Second Person, God the Son, became man without giving up His divine nature.
 10. When He became man, did He have a human mother?
A. Yes.
 11. Who was she?
A. The Blessed Virgin Mary.
 12. Who was His real father? (careful)
A. God the Father. He did not have a human father.
 13. Who was His foster father?
A. Joseph
 14. What name was given to the second Person of the Trinity when He became man?
A. Jesus
 15. When was He born?
A. He was born on the first Christmas.
 16. Was Jesus God, or was He man, or was He both God and man?
A. Jesus was both God and man: as the Second Person of the Holy Trinity, He was God; and since He took on a human nature from His mother Mary, He was man.
 17. What do we call the mystery of God becoming man?
A. The mystery of the Incarnation.
 18. What is meant by the Redemption?
A. That Jesus, by becoming man and dying for us on the cross and rising from the dead, paid the price for our sins, opened the gates of Heaven, and freed us from slavery to sin and death.
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57. On what day did Jesus die on the cross?
A. Good Friday.
 58. On what day did Jesus rise from the dead?
A. Three days later, on Easter Sunday.
 59. When did Jesus ascend into Heaven?
A. On Ascension Thursday, forty days after Easter.
 60. Before Jesus left the Earth, He established something through which He would continue to teach and sanctify men until the end of time. What is it?
A. His Church.

61. How many churches did Jesus start?
A. One.
62. What is the name of the church that Jesus started?
A. The Catholic Church.
63. When did the Holy Spirit descend upon the Apostles?
A. On Pentecost Sunday, fifty days after Easter.
64. Why do we believe that the Catholic Church is the one true Church?
A. Because it is the only Church established by Jesus and is recognized as the one true Church by four marks: one, holy, catholic, apostolic.
65. Does it matter to which Church you belong?
A. Yes. In order to be faithful to Jesus, the Son of God, who established the Catholic Church, it is necessary to belong to the Catholic Church and live the Catholic faith. It is a mortal sin for a Catholic to give up the practice of his or her faith, or to join another church not established by Jesus.
66. Did Jesus give special authority to some of the Apostles?
A. Yes. Jesus gave the keys to the kingdom of Heaven to St. Peter, telling him that whatever he declared loosed or bound on earth would be loosed or bound in Heaven.
67. Who was the first pope?
A. St. Peter.
68. Who is the voice of the Church and how can we know what the Church teaches today?
A. The pope, as successor to Peter, is the voice of Christ and His Church. We can know what Christ teaches through His Church by listening to the pope.
69. Who is the vicar of Christ on Earth?
A. The pope. The name of the present pope is _____.
91. Why do we honor Mary?
A. Because she is the mother of Jesus.

(Review questions from Grade Two.)



MATHEMATICS CURRICULUM GUIDE - GRADE 3
LEVEL 7 - STAGE 1

OBJECTIVES

Students will

1. recognize the place value and order of numbers through 1,999.
2. become proficient in reading and writing two, three, and four-place numerals.
3. review multiple and other skip counting following set patterns.
4. differentiate between cardinal and ordinal aspects of number.
5. maintain skill in basic addition and subtraction of facts through 18.
6. master two and three-digit addition and subtraction with and without regrouping.
7. learn the multiplication and division facts, products through 36.
8. identify the order property of multiplication as a help in learning the facts.
9. recognize division as the inverse of multiplication and use this concept as an aid in learning the division facts.
10. differentiate between unit and non-unit fractions.
11. interpret and make horizontal bar graphs.
12. measure length using the centimeter ruler and the meter stick.
13. determine the relative values of various coins.
14. tell time to five minute intervals.
15. review the properties of straight line and curved line geometric figures.
16. apply the concepts learned to problem solving situations.
17. solve word problems involving the four operations, following a five-step method.

LEVEL 7 - STAGE 2

OBJECTIVES

Students will

1. identify place value and order of numbers through 5000.
2. complete number sequences according to specific patterns.
3. read and write Roman numerals through XXXIX.
4. discover patterns that relate higher decade addition and subtraction situations to basic facts.
5. practice regrouping units and tens in addition; tens and hundreds in subtraction.

6. find the sum of two and three-digit addends in column form, with and without regrouping.
7. add and subtract numbers containing zeros.
8. master the multiplication and division facts through products of 48.
9. follow a pattern in multiplication with multiples of 10 and 100 as factors.
10. find the product of a two or a three-digit multiplicand by a one-digit multiplier, no regrouping.
11. name the product of any number and 1.
12. follow a pattern in division with multiples of 10 in the dividend.
13. identify equivalent fractions.
14. measure weight using the gram and the kilogram as standard units.
15. indicate noon and midnight on a clockface.
16. read numerals using dollar and cent notation.
17. identify the equilateral triangle.
18. draw and ray and indicate the angle the lines form.
19. continue to follow the five step method in solving verbal problems.

LEVEL 8 - STAGE 1

OBJECTIVES

Students will

1. extend the understanding of place value and order concepts of numbers through 9,999.
2. complete number patterns involving even and odd numbers.
3. engage in multiple and other skip counting by 6, 7, 8, and 9.
4. read and write Roman numerals through L.
5. find the sum of three-digit addends with a four-digit sum.
6. add and subtract numbers in dollar and cent notation.
7. master the multiplication and division facts, products through 81.
8. multiply a two or three-place multiplicand by a single digit multiplier, with regrouping units into tens.
9. multiply with regrouping tens into hundreds.
10. use the matrix to show the close relationship between multiplication and division.
11. use patterns to divide when the dividend is a multiple of 10 or 100.
12. use patterns to divide hundreds, tens, and units.
13. divide with zero in the dividend.
14. identify the terms of a fraction and the meaning of each.
15. interpret and make vertical bar graphs.
16. measure capacity using the liter as the standard unit.

17. indicate temperature for freezing and boiling on a Celsius thermometer.
18. identify geometric figures of more than four sides.
19. solve problems in addition and subtraction involving dollars and cents.
20. focus on estimating the answers in all word problems.

LEVEL 8 - STAGE 2

OBJECTIVES

Students will

1. maintain skill in reading and writing four-place numerals.
2. continue to discover pattern in number sequences.
3. compare larger numbers making use of the inequality symbols.
4. find the sum of four-digit addends in column form, regrouping units, tens, and hundreds.
5. extend subtraction to four-place numerals with regrouping.
6. maintain skill in the multiplication and division facts, products through 81.
7. learn regrouping units and tens in multiplication.
8. divide by 2, 3, 4, and 5 with remainders.
9. divide a two and a three-place dividend by a single digit divisor, no remainders.
10. maintain skill in the four fundamental operations.
11. relate fractions to division in finding part of the number of a set.
12. measure length, weight, and capacity using customary units.
13. measure distance using the mile as a unit.
14. solve problems involving clock arithmetic.
15. use the calendar to measure time.
16. learn the properties of the circle.
17. solve problems in multiplication and division involving dollars and cents.

LEVEL 9 is referred to as the TRANSITION LEVEL. It is intended chiefly for pupils whose test results fail to indicate clear understanding of the concepts and mastery of the skills of Level 8.

No new topics were introduced at the TRANSITION LEVEL. The time is spent in reinforcement of skills needed for confidence in attacking the concepts of LEVEL 10.

Grade 3

I. Word Skills

- A. Use vocabulary
- B. Use context clues
- C. Use affixes
- D. Identify word relationships

II. Comprehension

- A. Identify elements of fiction
- B. Identify elements of nonfiction
- C. Interpret information
- D. Recognize logical relationships
- E. Distinguish fact and nonfact
- F. Make judgments

III. Study Skills

- A. Use alphabetical order
- B. Use content-area texts (title page, table of contents)
- C. Use reference sources
- D. Organize and recall information
- E. Apply information

Literature

Chocolate Touch

How to Eat Fried Worms

Ramona Quimby, Age 8

Stone Soup

Why Mosquitoes Buzz in People's Ears

Catling, Patrick Skene

Rockwell, Thomas

Cleary, Beverly

Mc Govern, Ann

Aardema, Verna

Social Studies
Grade 3

Map and Globe Skills

Symbols

Identify and Use Pictorial Symbols
Identify and Use Abstract Symbols
Understand and Use a Map Key to Interpret Symbols
Distinguish Between Land and Water on a Globe or Map
Identify Conventional Symbols for Communities and Cities
Identify Conventional Symbols for Boundaries

Direction

Use Simple Relative Direction Terms
Trace a Route by Following Directions
Identify and Use Cardinal Directions on a Map or Globe
Identify and Use Intermediate Directions on a Map or Globe
Use a Compass Rose to Determine Cardinal Directions on a Map

Scale, Distance, and Shape

Identify the Globe as a Scale Model of the Earth
Identify a Map as a Representation of the Earth
Identify Islands, Peninsulas, and Rivers as Such on a Map
Use the Bar Scale on a Map to Determine Real Distances on Earth
Compare Maps at Different Scales

Location

Use Simple Locational Terms
Use Letter/Number Coordinates to Locate Places
Identify the North Pole and South Pole on a Map
Locate and Identify Hemispheres
Locate and Identify the Equator on a Map
Locate States, Provinces, or Regions
Locate and Identify the Continents and/or Major Countries
Locate Oceans, Rivers, and other Major Bodies of Water
Locate the U.S. on a Globe or Map
Relate a Photograph of an Area to a Map of the Same Area

Working with Maps

Compare Maps and Globes

Identify and Use Picture Map

Identify and Use Neighborhood Map

Identify and Use Map of a City

Identify and Use Map of a Country

Identify and Use Map of a Continent or World

Identify and Use a Grid Map

Identify and Use Main Map and Insert Map

Identify and Use Physical Map: Landform Map

Identify and Use Political Map

Identify and Use Political-Physical Map

Identify and Use Cultural Map

Identify and Use a Resource or Product Map

Identify and Use Transportation Map

Identify and Use Road Map

Identify and Use a Subway Map

Identify and Use Land Map

Compare Maps of Different Themes to Determine Relationship

Identify and Use Maps Designating Routes

Compare Aerial Photos and Maps of the Same Area

Thinking, Reading, and Writing Skills

Vocabulary Development

Identify and Use Social Studies Vocabulary and Terms

Define Words Using Context Clues

Comprehension

Main Idea: Read and Interpret Captions

Summarize One or More Paragraphs

Identify Main Idea: Stated or Implied

Identify Cause and Effect Relationships, Stated or Implied

Gather Information from Pictures

Ask Questions

Thinking

Identify Sequence of Events: With or Without Signal Words
Recognize Persuasion and Propaganda
Classify Information
Recall Details
Predict Outcomes
Draw Conclusions
Decision Making
Observing
Compare and Contrast

Writing

Write a List
Conduct an Interview
Write Paragraphs Practical/Informative: Facts
Write Paragraphs Practical/Informative: Directions
Write Paragraphs Practical/Informative: Summary
Write Paragraphs Practical/Informative: Give Examples/Reasons to Support a Generalization
Write Paragraphs Practical/Informative: Eyewitness Memoir
Write Paragraphs: Sensory/Descriptive: Descriptive
Write Paragraphs: Sensory/Descriptive: Record of Observation
Write Paragraphs: Imaginative/Narrative: Time Order
Write Paragraphs: Analytical/Expository: Expository
Write Paragraphs: Analytical/Expository: Problem Solution
Write Paragraphs: Analytical/Expository: Comparison/Contrast
Write Paragraphs: Analytical/Expository: Cause and Effect
Write Paragraphs: Analytical/Expository: Controversial Issue
Write Paragraphs: Analytical/Expository: Evaluation
Write Paragraphs: Analytical/Expository Interpretation
Write a Friendly Letter
Write a Journal/Diary Entry
Write a News or Feature Story
Write a Multiparagraph Report
Write a Business Letter
Write a Speech
Write a Travel Ad/Brochure
Write a Story/Tall Tale
Write a Paragraph: Personal Opinion
Make a Scrapbook/Collage Model
Write a Conversation/Dialogue
Write an Essay

Graphics Aids

Interpreting Photographs
Use and Make Charts and Tables
Use and Make Lists
Use and Make Bar Graphs
Use and Make Diagrams
Use and Make Flow Charts
Use and Make Time Lines

Parts of a Textbook

Identify and Use a Biographical Dictionary
Identify and Use a Dictionary of Geographic Terms
Identify and Use a Table of Contents
Identify and Use the Title Page
Identify and Use the Index
Use a Glossary
Identify and Use an Atlas
Identify and Use a Gazetteer

Reference Works

Identify and Use Dictionaries
Identify and Use Almanacs
Use the Library
Use Newspapers and Magazines

Time-Related Skills

Using Time Words

Identify Events as Past, Present, Future
Use Basic Time Concepts: Yesterday, Today, Tomorrow
Use and Indefinite Time Reference: Long Ago, Now

Measuring Time

Use a Calendar

Sequence

Use Sequence Words: First, Next, Last
Identify Holidays by Date
Name Days of Week in Order
Name Months of Year in Order
Recognize Seasonal Change
Identify Key Events by Year

Life Skills

Preparation

Recognize the Importance of Good Nutrition

Participation

Participate in Group Activities
Obey Safety Rules
Identify Community Resources, Such as Museums, Parks

Citizenship Values and Skills

Understanding Cultural Likenesses/Differences

Appreciate that each region of the world has produced its own special culture
Appreciate that there are many groups of people around the world, and that each group has its own culture
Recognize the role that religion plays in society
Recognize the importance of the family as the basic social unit
Appreciate how one's own culture can be enriched through contact with other cultures

Appreciating Environment/Natural Resources

Perceive the natural beauty of the United States
Appreciate the importance of respecting and conserving the environment
Realize that people in a community can work together to preserve and protect natural resources
Recognize the importance of conserving our resources and using them wisely
Be aware of what Americans have done to clean up the environment
Appreciate the importance of the land to a culture

Understanding the Role of a Citizen in a Democracy

- Appreciate that individuals have the ability to contribute to the well-being of the society in which they live
- Recognize that there are often at least two points of view on an idea
- Appreciate that someone who volunteers to help improve a community is being a good citizen
- Realize that all Americans have rights and responsibilities as citizens
- Appreciate the importance of settling conflict through dialogue
- Recognize the characteristics of democracy
- Recognize the importance of voting and majority rule in making group decisions
- Appreciate the importance of tolerance
- Appreciate the value of cooperation and working together
- Recognize the rewards and pleasure that often result from working hard to achieve a goal

Accepting and Understanding Rules and Laws

- Realize that rules and laws help people live and work together
- Recognize the value and importance of school rules
- Appreciate the importance of religious freedom

Appreciating the History of Democracy

- Appreciate that much of our country's history centers around a pattern of expanding freedom and democratic rights
- Appreciate the value of studying history as a way of enriching our awareness of the past and our understanding of the future
- Understand the role of leading individuals in American history
- Recognize the significance and achievement represented by important documents in United States history
- Describe the wide variety of experiences that are part of the settlement of the United States
- Recognize the role of leadership in the development of a nation

Sharing American Heritage/Traditions/Values

- Enjoy singing traditional or patriotic songs as one way of sharing our heritage
- Appreciate that community traditions are sometimes expressed in poetry and folk tales
- Recognize that museums preserve a record of our past history
- Recognize that national symbols and landmarks give meaning to our American heritage
- Recognize the ways different groups celebrate their heritage as important in preserving traditions of the past
- Identify and appreciate American holidays
- Identify major elements of the American economic system

Appreciating Ethnic Diversity

Recognize that the special character of the United States results from its ethnic diversity

Recognize the cultural diversity that results from people of many ethnic backgrounds living in the same place

Appreciate the early origins of ethnic diversity in our history

Appreciate that racial and ethnic diversity can be a source of strength for a country

THIRD GRADE CURRICULUM

LIFE SCIENCE

- I. Embryology (County Extension)
- II. Plants
 - A. Plant Parts
 - B. Plant Growth
 - C. Seed Transport
- III. Animals
 - A. Habitats
 - B. Grouping--Animals with backbones, those without

PHYSICAL SCIENCE

- I. Matter
 - A. Define matter and mass
 - B. Physical properties of matter
 - C. States of matter
 - 1. Solid
 - 2. Liquid
 - 3. Gas
 - D. Make up of matter
 - 1. Atoms
 - 2. Movement of atoms in a solid, liquid, and gas
 - E. Changes of matter
 - 1. Physical
 - 2. Chemical
- II. Sound and Light
 - A. Define sound
 - B. How sound travels
 - C. How do people make and hear sound
- III. Light

- A. Define light
- B. How light travels
- C. Compare light to sound
- IV. Simple Machines
 - A. Define simple machines
 - B. How machines use energy to do work

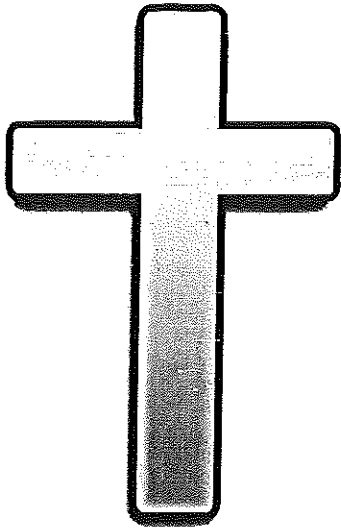
EARTH SCIENCE

- I. Sun, Moon, Planets
 - A. Rotation and revolution of the earth
 - B. Movement of the moon around the earth
 - 1. Phases of the moon
 - C. Planets
 - 1. Movement
 - 2. Description
 - D. How the sun and planets are alike
- II. Water Cycle
 - A. How rain and snow form
 - B. Describe the relationship between evaporation, condensation and precipitation in the water cycle
- III. Storms and Safety
 - A. How thunderstorms are formed
 - B. How hurricanes and tornadoes are formed
 - C. How to remain safe during storms
- IV. Garbology (County Extension)

HUMAN BODY

- I. Dental Health
 - A. Nutrition
 - 1. Identify food groups
 - B. Proper care

Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

3rd



LA.3.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.3.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.3.1.2	Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
LA.3.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
LA.3.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, and writing grade-level text
LA.3.1.3.b	Use word structure to read text (e.g. prefixes/suffixes, syllabication, derivation)
LA.3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA.3.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina
LA.3.1.4.b	Use context to adjust pace and inflection expression based on purpose, text complexity, form, and style
LA.3.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA.3.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
LA.3.1.5.b	Apply context clues (e.g., word, phrase and sentence, and paragraph clues)
LA.3.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situation.
LA.3.1.5.d	Identify and use semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA.3.1.5.e	Determine meaning using reference materials
LA.3.1.6	Comprehension: Students will construct meaning by using prior knowledge, including Catholic values and viewpoints, and text

	information while reading Scripture, grade-level literary and informational text.
LA.3.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g. beliefs, assumptions, biases) influence text
LA.3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme)
LA.3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA.3.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA.3.1.6.e	Determine main ideas and supporting details from informational text and/or media.
LA.3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
LA.3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts including fantasy, fiction, non-fiction, historical fiction and types of poetry, fables, and tall tales.
LA.3.1.6.h	Compare and contrast similar themes, topics and/or patterns of events in literary and informational texts to develop a faith-based, multicultural perspective
LA.3.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text.
LA.3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA.3.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task.
LA.3.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA.3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
LA.3.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
LA.3.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
LA.3.1.6.p	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.
LA.3.1.6.q	Determine the main idea, theme, virtue or moral depicted in a story, drama, poem, parable, or scripture passage explain how it is supported by key details, using details in the text; summarize the text
LA.3.1.6.r	Describe in depth a character (traits, virtues portrayed, Catholic morality, motivations or feelings), setting, or events in a story, drama, scripture passage or parable, drawing on specific details in the text.

- LA.3.1.6.s Distinguish their own Catholic point of view from that of the narrator of those of the characters or author in a text.



LA.3.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.3.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information
- LA.3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions.
- LA.3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
- LA.3.2.1.d Compose paragraphs with grammatically correct sentences of varying length and complexity, and type.
- LA.3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.3.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA.3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA.3.2.1.h Proofread and edit writing repeatedly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA.3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA.3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, titles).

LA.3.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.3.2.2a Communicate information and ideas effectively in opinion, personal narrative, friendly letter, book report, and poetry.
- LA.3.2.2.b Provide evidence from literary or information text to support ideas or opinions.
- LA.3.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA.3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA.3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



LA.3.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA.3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA.3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA.3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA.3.3.1.d Convey a perspective with clear reasoning and support.
- LA.3.3.1.e Ask pertinent questions to acquire or confirm information.

LA.3.3.2 Listening: Students will develop and demonstrate active listening skills during Mass and across a variety of situations.

- LA.3.3.2.a Demonstrate-active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, and questioning) for multiple situations and modalities.
- LA.3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA.3.3.2.c Complete a task following multi-step directions.

LA.3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

- LA.3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA.3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA.3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA.3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
- LA.3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



LA.3.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.3.4.1 Information fluency: students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA.3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA.3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA.3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA.3.4.2 Digital citizenship: Students will practice the norms of appropriate and responsible technology use.

LA.3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA.3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.3.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.3.5.1 Elements of Grammar

LA.3.5.1.a Apply knowledge of the different characters and types of sentences (declarative, imperative, interrogative and exclamatory) and sentence structure (simple and compound).

LA.3.5.1.b Identify and use appropriately the various parts of sentences: simple, complete and compound subject; simple, complete and compound predicates; understood subject

LA.3.5.1.c Identify and use appropriately the various parts of speech

LA.3.5.1.c.1 Nouns: definition; singular, plural, possessives, common, proper, appositives

LA.3.5.1.c.2 Verbs: definition; action; linking; main; helping; regular and irregular; forms of be, do, have; contractions; tenses (present, past, and future);

LA.3.5.1.c.3 Pronouns: definition; personal; subject, objective, and possessive case;

LA.3.5.1.c.4 Adjectives: definition; forms of comparison; articles

LA.3.5.1.c.5 Adverbs: definition; forms of comparison

LA.3.5.1.c.6 Conjunctions: definition

LA.3.5.1.c.7 Interjections: punctuation

LA.3.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.

LA.3.5.1.d.1 Sentence Usage: fragments and run-ons

- LA.3.5.1.d.2 Verb Usage: subject-verb agreement and avoiding unnecessary tense shifts
- LA.3.5.1.d.3 Pronoun Usage: agreement with antecedents; clear antecedents; using *we* and *us* with nouns; pronouns and contractions; pronouns and homophones; possessive
- LA.3.5.1.d.4 Adjective/Adverb Usage: choosing the correct article; correct placement; avoiding double negatives
- LA.3.5.1.d.5 Conjunction Usage: correct placement
- LA.3.5.1.d.6 Problem words: *its* and *it's*; *your* and *you're*
- LA.3.5.1.e Demonstrate proper mechanics in their writing.
- LA.3.5.1.e.1 Capitalization: proper nouns and adjectives; first word of direct quotation, sentence; abbreviations; titles of people, initials, family titles; titles of books, stories, reports, songs, articles, magazines, chapters; first word of greeting and closing in letters
- LA.3.5.1.e.2 Punctuation: periods, after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences and interjections; apostrophes to show possession and in contractions; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series, in direct address, after introductory words, to set off interruptions, with appositives, in compound sentences; quotation marks with other punctuation
- LA.3.5.1.f Demonstrate evidence of good composition in written work.
- LA.3.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.3.5.1.f.2 Paragraph Types: opinion, personal narrative, friendly letter, book report, and poetry
- LA.3.5.1.f.3 Writing Process: See LA.3.2.1
- LA.3.5.1.f.4 Writing Skills: forming and indenting paragraphs; developing a topic sentence; main idea in a paragraph and use of supporting details; order in a paragraph and organizing a paragraph; using transitional expressions; writing a good title; using dialogue; using sense words, exact words, descriptive language; developing the plot, setting, characters, maintaining point of view; stating and supporting an opinion and ordering reasons; finding information; finding a topic and narrowing it; addressing envelopes; writing definitions

LA.3.5.2 Diagramming: Students will diagram sentences that contain the following: subject, predicate



LA.3.6 Handwriting:

By working to their highest God-given potential students will demonstrate the use of cursive writing.

LA.3.6.1	Written Work: Students begin developing cursive handwriting skills.
LA.3.6.2	Reading: Students will demonstrate a basic knowledge of cursive through reading written cursive work.
LA.3.6.3	Ongoing maintenance of cursive will be manifested through instruction within the classroom setting.



LA.3.7 Spelling

Refer to appendix A.



LA.3.8 Study Skills

Students will demonstrate proper use of study skills.

LA.3.8.1	Use of library and internet
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|------------|---|
| LA.3.8.1.a | Use of reference books, encyclopedias, Catechism |
| LA.3.8.1.b | Organization of library/internet access |
| LA.3.8.1.c | Card catalog (electronic) and call numbers |
| LA.3.8.1.d | Use of dictionary and index |
| LA.3.8.1.e | Dictionary Skills: alphabetizing, base words, use of guide words, word meanings |

LA.3.8.2	Obtaining and organizing information
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| LA.3.8.2.a | Reading maps |
| LA.3.8.2.b | Using diagrams, tables, graphs, charts |
| LA.3.8.2.c | Knows parts of a book: title page, table of contents, copyright page, glossary, index |
| LA.3.8.2.d | skimming and scanning |
| LA.3.8.2.e | classifying and making analogies |
| LA.3.8.2.f | planning and researching a report |
| LA.3.8.2.g | summarizing |
| LA.3.8.2.h | taking tests |