

KPBSD ELA CURRICULUM

3RD GRADE – LANGUAGE STANDARDS

Desired Results

PRIORITY STANDARDS	Transfer	
<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.</p> <p>b) Form and use regular and irregular plural nouns.</p> <p>c) Use abstract nouns (e.g., childhood).</p> <p>d) Form and use regular and irregular verbs.</p> <p>e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f) Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h) Use coordinating and subordinating conjunctions.</p> <p>i) Produce simple, compound, and complex sentences.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize appropriate words in titles.</p> <p>b) Use commas in addresses.</p> <p>c) Use commas and quotation marks in dialogue.</p> <p>d) Form and use possessives.</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Language conventions and grammar are essential in effective communication. • Appropriate grammar and usage of formal English is important in written and spoken language to convey meaning. • Through learning new words and word relationships, our vocabulary expands, and enhances, your ability to write, speak, listen, and read. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why is it important to have an understanding of standard English conventions to become a better reader, writer, and speaker? • How do I determine the meaning of an unfamiliar word or usage? • How does the understanding of your vocabulary contribute to your ability to read, write, listen, and speak more effectively? • How does using reference materials improve in understanding the meaning of words and phrases?
	Acquisition	
	<p>Students will know...</p> <ul style="list-style-type: none"> • How to use words correctly when writing and speaking. • How to write, speak, read, and listen by using what they know using standard English grammar and mechanics. • The meaning of vocabulary helps demonstrate understanding of word relationships and meaning. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Explaining the function of nouns, pronouns, verbs, adjectives, and adverbs. • Constructing and applying the use of simple tenses (past, present, and future tenses). • Constructing and applying regular and irregular plural nouns. • Creating sentences with subject-verb and pronoun-antecedent agreement. • Choosing between comparative and superlative adjectives and adverbs appropriately.

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- e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g) Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on third grade reading and content, choosing flexibly from a range of strategies.

- a) Use a sentence-level context as a clue to the meaning of a word or phrase.
- b) Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

SUPPORTING STANDARDS

- Applying coordinating and subordinating conjunctions.
- Producing simple, compound, and complex sentences.
- Using correct capitalization.
- Using commas and quotation marks in dialogue.
- Constructing and applying possessives.
- Using conventional spelling for high-frequency words.
- Using spelling patterns and generalizations in writing words.
- Utilizing reference material to check and correct spelling.
- Choosing words and phrases to enhance and convey an intended meaning.
- Analyzing the meaning of a word when a known affix is added to known words.
- Inferring the meaning of an unknown word when using a root word as a clue.
- Consulting print and digital glossaries to clarify the precise meaning of keywords and phrases.
- Distinguishing the literal and nonliteral meaning of words and phrases in context.
- Identifying real-life connections between words and the way they are used.
- Applying shades of meaning among related words that describe states of mind or certainty.
- Communicating through words and phrases including those that signal spatial and temporal relationships.

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<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written standard English. <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c) Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed). <p>3.L.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>		
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Based on Standards: Teacher generated test Student sample writing portfolio Teacher and Learner Self Reflection Rubric Teacher and Learner Self Reflection Checklist Teacher and Learner Conference Observations</p>	<p>PERFORMANCE TASK(S): To demonstrate understanding of meeting this standard, students will:</p> <ul style="list-style-type: none"> • Evaluate and correct errors which focus on grammar and usage, or capitalization, punctuation, and spelling. • Select the appropriate replacement for an ungrammatical word or phrase. • Select the correct version of a word or phrase to be used in a sentence. • Replace an incorrect word or phrase by typing in a corrected response. 	

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Anecdotal noting	<ul style="list-style-type: none"> Select the appropriate usage of grade-appropriate conventions. Select the correct spelling of a word. Replace a word or phrase with the correct spelling of the word by typing it in a text box. 	
	<p>OTHER EVIDENCE: PEAKS (mandatory) EdPerformance (not required, varies from school to school) District/State Assessments</p>	
Vocabulary		
Noun Pronoun Verb Adjective Adverb Regular/Irregular Verbs Regular/Irregular Nouns Abstract Nouns Simple Verb Tense Subject-Verb Agreement Pronoun-Antecedent Agreement Comparative and Superlative Adjectives Coordinating Conjunctions Subordinating Conjunctions Simple Sentence Compound Sentence Complex Sentence Commas Quotation Marks Dialogue	Possessives Prefix Suffix Affix Conventions Literal Nonliteral Shades of Meaning Temporal Applications Arrow Key Buttons Bold Chart Clipart Copy Credits Cursor Database Delete Desktop	Edit Entry Bar File Graphic Homepage Hyperlink Landscape Line Spacing Links Mouse Multimedia Paste Portrait Research Save Save As Search Search Engine Web Browser

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Technology Skills

I can...

- Define and label various technical system terms (computer, monitor, keyboard, headphones, speaker, mouse, printer, cursor, icon, projector, acceptable use, etc.).
- Define and apply knowledge of technology process terminology (print, exit, close, open, click, drag, scroll, login, log-off, menu bar, save, bookmark, email, chat, instant messaging-IM, texting, etc.).
- Explain how digital tools influence school, work, and home.
- Explain the consequences of inappropriate use of information (copyright, plagiarism, etc).
- Describe why the work of others needs to be cited.
- Demonstrate safe and appropriate behavior when using digital environments and tools to communicate.
- Explain cyber-bullying and strategies to get help.
- Demonstrate understanding of our District Acceptable Use Policy.
- Describe ways to stay safe on the Internet.
- Describe why it is important not to provide personal information online.