

# KPBSD ELA CURRICULUM

## 3<sup>RD</sup> GRADE – LANGUAGE STANDARDS

### Desired Results

| PRIORITY STANDARDS   | Transfer  |  |
|--|---|--|
| <p><b>3.L.1</b> 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><b>3.L.2</b> 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"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>   |  |
|  | Meaning   |  |
|  | <p><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Language conventions and grammar are essential in effective communication.</li> <li>• Appropriate grammar and usage of formal English is important in written and spoken language to convey meaning.</li> <li>• Through learning new words and word relationships, our vocabulary expands, and enhances, your ability to write, speak, listen, and read.</li> </ul> | <p><b>ESSENTIAL QUESTIONS</b></p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• Why is it important to have an understanding of standard English conventions to become a better reader, writer, and speaker?</li> <li>• How do I determine the meaning of an unfamiliar word or usage?</li> <li>• How does the understanding of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?</li> <li>• How does using reference materials improve in understanding the meaning of words and phrases?</li> </ul> |
|  | Acquisition   |  |
|  | <p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to use words correctly when writing and speaking.</li> <li>• How to write, speak, read, and listen by using what they know using standard English grammar and mechanics.</li> <li>• The meaning of vocabulary helps demonstrate understanding of word relationships and meaning.</li> </ul>   | <p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Explaining the function of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>• Constructing and applying the use of simple tenses (past, present, and future tenses).</li> <li>• Constructing and applying regular and irregular plural nouns.</li> <li>• Creating sentences with subject-verb and pronoun-antecedent agreement.</li> <li>• Choosing between comparative and superlative adjectives and adverbs appropriately.</li> </ul>   |

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

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