

SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

LANGUAGE - THIRD GRADE

Created using the Common Core Standards for English Language Arts

| Cluster | Standard |
|--|---|
| Cluster- Conventions of Standard English | <p data-bbox="542 331 1421 478">Standard- CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p data-bbox="591 512 1317 653">CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p data-bbox="591 688 1219 758">CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.</p> <p data-bbox="591 793 1068 863">CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., childhood).</p> <p data-bbox="591 898 1130 968">CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.</p> <p data-bbox="591 1003 1344 1115">CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p data-bbox="591 1150 1344 1220">CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.*</p> <p data-bbox="542 1262 992 1293">Essential Skills and Knowledge-</p> <ul data-bbox="591 1297 1360 1472" style="list-style-type: none"><li data-bbox="591 1297 1360 1367">● Lynn stood on her head, balancing herself with the posts.<ul data-bbox="688 1371 1276 1402" style="list-style-type: none"><li data-bbox="688 1371 1276 1402">○ her, herself- pronoun Lynn-antecedent<li data-bbox="591 1409 1360 1472">● The antecedent is the noun or noun phrase that has already been mentioned in the sentence. |

SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

LANGUAGE - THIRD GRADE

Created using the Common Core Standards for English Language Arts

| | <p>CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Essential Skills and Knowledge-</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 16.6%;">Adjective</th> <th style="width: 16.6%;">Comparative Adjective</th> <th style="width: 16.6%;">Superlative Adjective</th> <th style="width: 16.6%;">Adverb</th> <th style="width: 16.6%;">Comparative Adverb</th> <th style="width: 16.6%;">Superlative Adverb</th> </tr> </thead> <tbody> <tr> <td>bright</td> <td>brighter</td> <td>brightest</td> <td>brightly</td> <td>more brightly</td> <td>most brightly</td> </tr> <tr> <td>happy</td> <td>happier</td> <td>happiest</td> <td>happily</td> <td>more happily</td> <td>most happily</td> </tr> <tr> <td>graceful</td> <td></td> <td></td> <td>gracefully</td> <td>more gracefully</td> <td>most gracefully</td> </tr> </tbody> </table> <p>CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.</p> <p>Essential Skills and Knowledge-</p> <p style="text-align: center;">Common Subordinating Conjunctions</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="width: 20%;">after</td> <td style="width: 20%;">although</td> <td style="width: 20%;">as long as</td> <td style="width: 20%;">as soon as</td> <td style="width: 20%;">because</td> </tr> <tr> <td>before</td> <td>even if</td> <td>even though</td> <td>if</td> <td>now that</td> </tr> <tr> <td>since</td> <td>so</td> <td>though</td> <td>unless</td> <td>until</td> </tr> <tr> <td>when</td> <td>whenever</td> <td>whether</td> <td>while</td> <td>where</td> </tr> </tbody> </table> <p style="text-align: center;">Common Coordinating Conjunctions</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td style="width: 14.28%;">and</td> <td style="width: 14.28%;">or</td> <td style="width: 14.28%;">but</td> <td style="width: 14.28%;">nor</td> <td style="width: 14.28%;">for</td> <td style="width: 14.28%;">yet</td> <td style="width: 14.28%;">so</td> </tr> </tbody> </table> <p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p> <p>Essential Skills and Knowledge-</p> <ul style="list-style-type: none"> ● simple sentence <ul style="list-style-type: none"> ○ also called an “independent clause” ○ <i>The children play outside every morning.</i> ● compound sentence <ul style="list-style-type: none"> ○ contains two independent clauses which are joined by a coordinator (for, and, nor, but, or, yet, | Adjective | Comparative Adjective | Superlative Adjective | Adverb | Comparative Adverb | Superlative Adverb | bright | brighter | brightest | brightly | more brightly | most brightly | happy | happier | happiest | happily | more happily | most happily | graceful | | | gracefully | more gracefully | most gracefully | after | although | as long as | as soon as | because | before | even if | even though | if | now that | since | so | though | unless | until | when | whenever | whether | while | where | and | or | but | nor | for | yet | so |
|-----------|--|-----------------------|-----------------------|-----------------------|--------------------|--------------------|--------------------|--------|----------|-----------|----------|---------------|---------------|-------|---------|----------|---------|--------------|--------------|----------|--|--|------------|-----------------|-----------------|-------|----------|------------|------------|---------|--------|---------|-------------|----|----------|-------|----|--------|--------|-------|------|----------|---------|-------|-------|-----|----|-----|-----|-----|-----|----|
| Adjective | Comparative Adjective | Superlative Adjective | Adverb | Comparative Adverb | Superlative Adverb | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bright | brighter | brightest | brightly | more brightly | most brightly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| happy | happier | happiest | happily | more happily | most happily | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| graceful | | | gracefully | more gracefully | most gracefully | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| after | although | as long as | as soon as | because | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| before | even if | even though | if | now that | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| since | so | though | unless | until | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| when | whenever | whether | while | where | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| and | or | but | nor | for | yet | so | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

LANGUAGE - THIRD GRADE

Created using the Common Core Standards for English Language Arts

| | |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> so) <ul style="list-style-type: none"> ○ <i>Tom played baseball, but Chris played soccer.</i> ● complex sentence <ul style="list-style-type: none"> ○ Contains a main clause and a subordinate clause. The subordinate clause adds meaning to the main clause. ○ <i>When the show was over (subordinate clause), he would relax (main clause).</i> <p>CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.</p> <p>CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.</p> <p>CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.</p> <p>CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.</p> <p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |
| <p>Knowledge of Language</p> | <p>CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*</p> |

SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

LANGUAGE - THIRD GRADE

Created using the Common Core Standards for English Language Arts

| | |
|--|---|
| | <p>Essential Skills and Knowledge-</p> <ul style="list-style-type: none">● use a thesaurus to find precise language <p>CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p> |
| | |

| | |
|---------------------------------------|--|
| Grade Level 3 | Area of Study- ELA: Language |
| Vocabulary Acquisition and Use | <p>CCSS.ELA-LITERACY.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-LITERACY.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-LITERACY.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>CCSS.ELA-LITERACY.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Essential Skills and Knowledge-</p> <ul style="list-style-type: none">● figurative examples: simile, metaphor, personification, hyperbole |

SVSU LOCAL ENGLISH LANGUAGE ARTS CURRICULUM GUIDE

LANGUAGE - THIRD GRADE

Created using the Common Core Standards for English Language Arts

| | |
|--|---|
| | <p>CCSS.ELA-LITERACY.L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>Essential Skills and Knowledge- I am going to take steps to improve my Spanish skills. (Students explain the meaning of “take steps” in the sentence.)</p> <p>CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Essential Skills and Knowledge-</p> <ul style="list-style-type: none">● Examples of increasing shades of meaning:<ul style="list-style-type: none">○ upset, mad, angry, irate○ rinse, clean scrub, scour <p>CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately 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> <p>Essential Skills and Knowledge-</p> <ul style="list-style-type: none">● examples of temporal vocabulary: before, after, until, during, tomorrow, yesterday● examples of spatial vocabulary: over, under, there, here, behind |
|--|---|