

Third Grade Grammar

Curriculum/Content Area: Word Study	Course Length: One Year
Course Title: Third Grade Literacy	Date last reviewed: N/A
Prerequisites: N/A	Board approval date:
<p>Primary Resource: TBD</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose:

Grammar consists of a description of all the elements in a language. It is the art of speaking or writing with correctness. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening.

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Correct grammar helps to clarify a writer's message. • Correct grammar helps a reader interpret meaning. • An understanding of how language works helps students become effective readers, writers, speakers, and listeners. 	<ul style="list-style-type: none"> • In what ways can a writer's message be impacted by grammatical correctness or incorrectness? • In what ways can a reader use grammar to make sense of what they are reading?

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts</p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p>

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 3rd Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

WI.ELA.R4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

WI.ELA.W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.

- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grammar Third Grade

Standards

WI.ELA.L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

Supporting Standards

WI.ELA-LITERACY.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses
- c. Use commas and quotations marks in dialogue.
- d. Form and use possessives.

Learning Targets

- I can use abstract nouns (e.g., childhood) (L.3.1a)
- I can form and use regular and irregular plural nouns (L.3.1b)
- I can form and use regular and irregular verbs. (L.3.1d)
- I can form and use the simple (e.g., I walked; I walk; I will walk) verb tenses (L.3.1e)
- I can pronoun-antecedent agreement (L.3.1g)
- I can form and use comparative and superlative adjectives. (L.3.1g)
- I can form and use comparative and superlative adverbs. (L.3.1g)
- I can use coordinating and subordinating conjunctions. (L.3.1h)
- I can produce simple, compound, and complex sentences (L.3.1i)
- I can ensure subject-verb agreement (L.3.1g)

I can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a)

I can capitalize appropriate words in titles. (L.3.2a)

I can use commas in addresses. (L.3.2b)

I can use commas and quotations marks in dialogue. (L.3.2c)

I can form and use possessives. (L.3.2d)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students