

LINCOLN PUBLIC SCHOOLS
English Language Arts Learning Expectations: Grade 3

Massachusetts
Standards

Strand:
Language

Students will be able
to:

Demonstrate command
of the conventions of
standard English
grammar and usage
when writing or
speaking.
(Standard 1)

Big Ideas

- Through the study of English grammar and word usage, students gain more control over their writing and speaking allowing them to deliver more precise messages.
- The English language varies in formality and regional, cultural, and social dialects.
- Words are learned through immersion in word-rich environments, reading across texts and genres, and explicit instruction.

Key Outcomes

Students will demonstrate an understanding of **language** by:

- Using conventions of standard English capitalization, punctuation, and spelling when writing. (Standard 2)
- Using knowledge of language and its conventions when writing, speaking, reading, or listening. (Standard 3)
- Determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (Standard 4)
- Acquiring and using 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*). (Standard 6)

Essential Knowledge and Skills

Students will:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (*e.g., sitting, smiled, cries, happiness*).
- Use spelling patterns and generalizations (*e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written English.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (*e.g., company, companion*).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings. (*Standard 5*)
- Distinguish the literal and nonliteral meanings of words and phrases in context (*e.g., take steps*).
- Identify real-life connections between words and their use (*e.g., describe people who are friendly or helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (*e.g., knew, believed, suspected, heard, wondered*).