Grade 3 Appendix

3BRH

Building Reading Habits

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| **Phonics and Word Recognition** | • Decode words with common Latin suffixes. |
| **Vocabulary** | * 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).
* 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).
* Identify and know the meaning of the most common prefixes and derivational suffixes.
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| **Knowledge of Language and Conventions** | •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 tense. •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. |

Grade 3 Appendix

3BWH

Building Writing Habits

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| **Mechanics**  | •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 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. |
| **Word Use**  | •Choose words and phrase for effect.•Recognize and observe differences between the conventions of spoken and written standard English. |
| **Grammar / Language**  | •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 tense. •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. |