

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	3
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Standards Relating to Conventions of Standard English

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Write legibly in **print or cursive**, using appropriate spacing and margins.
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. Form and use regular and irregular plural nouns.
 - d. Use abstract nouns (e.g., childhood).
 - e. Form and use regular and irregular verbs.
 - f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
 - g. Ensure subject-verb and pronoun-antecedent agreement.
 - h. Form and use adverbs and adjectives (comparative and superlative).
 - i. Use coordinating and subordinating conjunctions.
 - j. Produce simple, compound, and complex sentences.

- 3.L.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 quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials needed.

Conventions of Standard English: Relevance and Essential Questions: What's the point?

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
Why are grammar conventions important when writing and speaking?	Writers and speakers use grammar conventions to communicate clearly.
Why is punctuation, capitalization, and spelling important when writing?	Writers use capitalization to distinguish important words. Writers use spelling and punctuation to effectively communicate thoughts and ideas.

Learning Progression: Conventions of Standard English (3.L.1 3.L.2)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<ul style="list-style-type: none"> a. Print letters correctly and fluently. Space words and sentences properly so that writing can be read easily by others. b. Use collective nouns (e.g., group, herd, class). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<ul style="list-style-type: none"> a. Write legibly in <u>print or cursive</u>, using appropriate spacing and margins. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood). e. Form and use regular and irregular verbs. f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) . g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use adverbs and adjectives (comparative and superlative). i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> a. Write legibly and fluently in print or cursive using appropriate spacing and margins. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliary verbs such as can, may, and must) to convey various conditions to clarify meaning. e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their).
<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. Use commas to separate single words in a series. c. Use an apostrophe to form contractions and singular possessives. d. Spell grade appropriate high frequency words correctly. e. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). f. Consult print and digital reference materials, as needed to check and correct spellings. 	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. 	<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>3.L.1</p> <ul style="list-style-type: none"> • Parts of speech • Types of sentences <p>3.L.2</p> <ul style="list-style-type: none"> • Conventions • Spelling patterns • Reference materials • Capitalization 	<p>3.L.1</p> <p>Writing legibly is expected so others can read and understand.</p> <p>Making changes to words is needed to convey time, emotion and importance in sentences.</p> <p>3.L.2</p> <p>Using correct capitalization, punctuation, and spelling is expected so others can read and understand.</p> <p>Reference materials can be used to edit writing.</p>	<p>3.L.1</p> <p>Form and use in writing</p> <ul style="list-style-type: none"> • Nouns, abstract nouns, pronouns, verbs, adverbs, and adjectives • Regular and irregular nouns and verb tenses • Subject/verb pairs and pronoun/antecedent pairs that are in agreement • Comparative adverbs and adjectives • Superlative adverbs and adjectives • Manuscript or cursive • Coordinating and subordinating conjunctions • Simple, compound, and complex sentences <p>3.L.2</p> <p>When writing, apply correct capitalization, punctuation, and spelling.</p> <p>Use print and electronic sources to edit written work.</p>

Student Friendly Language
<p>3.L.1</p> <p>I can use correct English conventions and grammar when speaking and writing.</p> <p>I can form and use manuscript or cursive in writing.</p> <p>I can explain the function of nouns, abstract nouns, pronouns, verbs, adverbs, and adjectives in writing.</p> <p>I can form and use regular and irregular plural nouns.</p> <p>I can use abstract nouns.</p> <p>I can form and use regular and irregular verbs and simple verb tenses.</p> <p>I can ensure subject/verb pairs and pronoun/antecedent pairs are in agreement in writing.</p> <p>I can form and use comparative and superlative adverbs and adjectives in writing.</p> <p>I can form and use coordinating and subordinating conjunctions in writing.</p> <p>I can form and use simple, compound, and complex sentences in writing.</p> <p>3.L.2</p> <p>I can apply correct capitalization, punctuation, and spelling when writing.</p> <p>I can capitalize appropriate words in titles.</p> <p>I can use commas appropriately.</p> <p>I can use quotation marks in dialogue.</p> <p>I can form and use possessives.</p> <p>I can use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.</p>

I can use print and electronic sources to edit written work.

Key Vocabulary

3.L.1

- Nouns, pronouns, verbs, adjectives, adverbs
- Regular and irregular plural nouns, abstract nouns
- Regular and irregular verbs, verb tenses
- Subject/verb agreement, pronoun/antecedent agreement
- Comparative and superlative adverbs and adjectives
- Coordinating and subordinating conjunctions
- Simple, compound and complex sentences

3.L.2

- Capitalization
- Comma
- Dialogue
- Punctuation
- Quotation marks
- Spelling patterns
- Reference materials
- Titles
- Possessives
- High frequency words

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Using reference materials helps me to edit and improve my writing.

Using correct spelling, conventions, and grammar helps me express my ideas clearly.

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

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Level 1	Level 2	Level 3	Level 4
<p>When writing and speaking, students should be able to</p> <ul style="list-style-type: none"> • With significant support, minimally apply grade-appropriate grammar, usage, and mechanics, including explanation of nouns, pronouns, verbs, adjectives, and adverbs in sentences; regular and irregular plural nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject/verb/pronoun/antecedent agreement; comparative and superlative adverbs and adjectives; coordinating and subordinating conjunctions; simple, compound, and complex sentences; capitalization in titles; commas in addresses; punctuation in dialogue; 	<p>When writing and speaking, students should be able to</p> <ul style="list-style-type: none"> • With minimal support, partially apply grade-appropriate grammar, usage, and mechanics, including explanation of nouns, pronouns, verbs, adjectives, and adverbs in sentences; regular and irregular plural nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject/verb/pronoun/antecedent agreement; comparative and superlative adverbs and adjectives; coordinating and subordinating conjunctions; simple, compound, and complex sentences; capitalization in titles; commas in addresses; punctuation in dialogue; 	<p>When writing and speaking, students should be able to</p> <ul style="list-style-type: none"> • Adequately apply grade-appropriate grammar, usage, and mechanics, including explanation of nouns, pronouns, verbs, adjectives, and adverbs in sentences; regular and irregular plural nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject/verb/pronoun/antecedent agreement; comparative and superlative adverbs and adjectives; coordinating and subordinating conjunctions; simple, compound, and complex sentences; capitalization in titles; commas in addresses; punctuation in dialogue; possessives; and high 	<p>When writing and speaking, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly apply or edit grade-appropriate grammar, usage, and mechanics, including explanation of nouns, pronouns, verbs, adjectives, and adverbs in sentences; regular and irregular plural nouns; abstract nouns; regular and irregular verbs; simple verb tenses; subject/verb/pronoun/antecedent agreement; comparative and superlative adverbs and adjectives; coordinating and subordinating conjunctions; simple, compound, and complex sentences; capitalization in titles; commas in addresses; punctuation in dialogue;

possessives; and high frequency words and spelling patterns-- to clarify a message including legible writing in print or cursive.	possessives; and high frequency words and spelling patterns-- to clarify a message including legible writing in print or cursive.	frequency words and spelling patterns-- to clarify a message including legible writing in print or cursive.	possessives; and high frequency words and spelling patterns-- to clarify a message including legible writing in print or cursive.
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