

SD Common Core State Standards Disaggregated English Language Arts Template

Strand:	Language	Anchor Standard:	Conventions of Standard English	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. 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).</p>	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>

Student Friendly Language:
When I speak and write, I use correct English conventions and grammar.

Know (Factual)	Understand (Conceptual)	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Parts of speech ● Types of sentences 	<p>Making changes to words is needed to convey time, emotion and importance in sentences.</p>	<p>Use nouns, pronouns, verbs, adjectives, adverbs, and abstract nouns in sentences.</p> <p>Modify regular and irregular nouns and verbs tenses to fit sentences.</p> <p>Construct subject/verb pairs and pronoun/antecedent pairs that are in agreement.</p> <p>Compare two items using comparative adverbs and adjectives. Compare one against a group of items using superlative adverbs and adjectives.</p> <p>Critique sentences for correct usage of coordinating and subordinating conjunctions.</p> <p>Create simple, compound and complex sentences.</p>

Key Vocabulary:

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

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Create rules to a game that your peers can read and understand.

Keep a journal that correctly conveys your feelings and the events of the day.

Communicate with a friend in pen pal format through written letters, emails, texts, and social media.

Read and follow directions given by teachers and parents correctly.

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<p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>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>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>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>

Student Friendly Language:

I can capitalize appropriate words in titles.
 I can use commas in addresses.
 I can use commas and quotation marks in dialogue.
 I can form and use possessives.
 I can spell high frequency and other studied words correctly.
 I can add suffixes to base words.
 I can use spelling patterns when writing words.
 I can use reference materials to check and correct spellings.

Know (Factual)	Understand (Conceptual) Students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● Conventions ● Spelling patterns ● Reference materials 	<p>Titles need capital letters.</p> <p>Commas are needed in addresses and dialogue.</p> <p>Quotation marks are needed in dialogue.</p> <p>There are different ways to form and use possessives.</p> <p>Patterns can be used to spell words correctly.</p> <p>Suffixes can be added to words.</p> <p>Reference materials can be used.</p>	<p>Capitalize appropriately.</p> <p>Place commas in addresses.</p> <p>Punctuate dialogue.</p> <p>Form and use possessives.</p> <p>Use high frequency words and spelling patterns to spell words correctly.</p> <p>Use print and electronic sources to edit written work.</p>

Key Vocabulary:

Base word
Capitalization
Comma
Dialogue
Punctuation
Quotation Marks
Spelling patterns
Suffixes
Reference materials
Titles
Possessives
High Frequency Words
Addresses

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Writing a letter, note, e-mail.

Addressing an envelope.

I am able to get help from reference materials.

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Strand:	Language	Anchor Standard:	Knowledge of Language	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. * b. Choose punctuation for effect. * c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Student Friendly Language:
I can use appropriate language. I can choose words that will add meaning to my writing, speaking, reading, or listening. I can choose phrases that will add meaning to my writing, speaking, reading or listening. I can see the differences in spoken and written standard English. I can understand the differences in spoken and written standard English.

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● written language ● spoken language ● standard English ● using words for effect 	There are differences in written and spoken language. There are phrases that we would use in written language but not in spoken language and vice versa. We choose words when writing, speaking, reading and listening that will add effect to those things.	Write, speak, listen, and read using appropriate language Choose words that will give deeper meaning to whoever is reading or listening Use words that will help the reader understand their writing better Differentiate between spoken and written language and when to use those words and not use them

Key Vocabulary:

conventions

appropriate language

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

Students will be able to apply this standard when they are reading stories to others and have to add emotion to their reading.

They will also be able to add effect and different meanings to their writings and make it easier and more pleasurable to read what they write.

They will understand that certain ways of writing need to be used depending on their audience. If they are around friends and family they may use inside jokes and other such things. When they are at work, they would need to use more appropriate work language.

They will understand that what we write and what we say can have a different meaning and that sometimes they will say something that either can't be put in writing or won't have the same effect in writing that it does in speaking. When we write in an email, I believe that this is an example of when students need to be careful what they say.

Students will use this when texting with friends and family as opposed to texting with co-workers and other colleagues.

Students will apply this standard when they are interviewing for a job or hanging out with friends at the mall.

Students will apply this standard in writing a term paper for a class or when they are writing their resume.

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Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	3
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Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>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>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

Student Friendly Language:
<p>I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other places on the page.</p> <p>I can use part(s) of the word to understand what the word means.</p> <p>I can use root words I know to understand unfamiliar words.</p> <p>I can use a glossary or a dictionary (print or digital) to understand what a word means.</p> <p>If I come across an unknown word, I can think of different ways to gain an understanding of the word.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● context clues ● prefix ● suffix ● affix ● root word ● glossary ● dictionary 	<p>Words have multiple meanings and context can be used to determine meaning.</p> <p>Root words can help determine meaning.</p> <p>Affixes help determine word meaning.</p> <p>Tools, such as glossaries, dictionaries, or on line resources, can be used to understand words.</p>	<p>Use tools such as glossaries, dictionaries and online dictionaries to determine word meaning.</p> <p>Use context clues to determine meaning and pronunciation of words that are unfamiliar.</p> <p>Apply knowledge of affixes and/or roots words to clarify or understand words and phrases clearly.</p>

Key Vocabulary:

context clues
root words
prefixes
suffixes
affixes
glossary
dictionary
online resources

Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?

When reading fiction or informational text, I have strategies to determine the meaning of unfamiliar words.

When reading a newspaper, context clues will help understand unknown words.

When reading an email with an unfamiliar words, a person can use different strategies to determine word meaning.

When a student reads a credit card application or a cell phone contact, a person has strategies to determine meaning of unknown words.

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<p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>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>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Student Friendly Language:
<p>I can use exactly the words I need in order to describe to others what I mean.</p> <p>I can understand what the author means when they use idioms or phrases in their writing.</p> <p>I can understand what people mean when they use idioms and/or phrases when speaking to me.</p> <p>I can identify real life connections of words.</p> <p>I can compare the meaning of related words.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> ● phrases ● context ● literal ● nonliteral ● nuances ● synonyms ● idioms 	<p>Words and word phrases can have literal or nonliteral meanings depending on context.</p> <p>Word choice is important to convey clear meaning or to comprehend text.</p> <p>Words that are synonyms do have nuances.</p>	<p>Create meaningful and expressive sentences using words with nuance.</p> <p>Revise work by selecting words because of their nuance.</p> <p>State or paraphrase correctly a word or phrase they have heard or read.</p> <p>Analyze context in order to determine word meaning.</p>

Key Vocabulary:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><u>literal</u></td> <td style="width: 33%;"><u>nonliteral</u></td> <td style="width: 33%;">synonyms</td> </tr> <tr> <td><u>context</u></td> <td>idioms</td> <td>nuances</td> </tr> </table>	<u>literal</u>	<u>nonliteral</u>	synonyms	<u>context</u>	idioms	nuances
<u>literal</u>	<u>nonliteral</u>	synonyms				
<u>context</u>	idioms	nuances				
<p>Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?</p>						
<p>Read newspaper articles and magazines and understand when the writer is serious and not serious.</p> <p>Reading and hearing jokes and anything else that is funny via computer, other media, newspapers, books.</p> <p>Elaborate themselves well in a resume.</p>						

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<p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>3.L.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>4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

Student Friendly Language:
<p>I can use words that I know to clearly express the time when I did a particular activity. I can use words that I know to clearly express where I did a particular activity. I can understand and use words that I have prior knowledge from in the classroom. I can use words and phrases based on information that I have learned.</p>

Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural, Application, Extended Thinking)
<ul style="list-style-type: none"> prior knowledge domain specific words and phrases conversational words and phrases academic words and phrases spatial relationships temporal relationships 	<p>How to use words in relation to space and time.</p> <p>That using words and phrases that are learned in the classroom is important.</p> <p>That communicating with others is simplified when we use a common vocabulary that is domain specific.</p>	<p>Use words that they have prior knowledge about on a regular basis.</p> <p>Express when and where they have done an activity.</p> <p>Use words learned in their classroom in the correct context and in relevant conversations.</p> <p>Interpret conversations using newly acquired terms and phrases that are domain specific.</p>

Key Vocabulary:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">spatial relationships <u>domain</u> academic</td> <td style="width: 50%; border: none;">temporal relationships <u>conversational</u></td> </tr> </table>	spatial relationships <u>domain</u> academic	temporal relationships <u>conversational</u>
spatial relationships <u>domain</u> academic	temporal relationships <u>conversational</u>	
Relevance and Applications: How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”?		
<p>People carry on conversations with associates about their work or at home, telling somebody about their day. During a job search, it is necessary to write a cover letter for a resume. As an employer, a person must listen to a candidate in order to determine competence.</p>		