**Third Grade Glossary of Elements from CCSS Language Standards**

***Conventions of Standard Language***

**Standard (L.3.1) –**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. **Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general, and their functions in particular sentences.**
2. **Form and use regular and irregular plural nouns.**
3. **Use abstract nouns (e.g., childhood).**
4. **Form and use regular and irregular verbs.**
5. **Form and use simple verb tenses (e.g., I walked, I walk, I will walk).**
6. **Ensure subject-verb and pronoun-antecedent agreement.**
7. **Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**
8. **Use coordinating and subordinating conjunctions.**
9. **Produce simple, compound, and complex sentences.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Noun** | A word used to name a person, place, thing, or abstract idea. | Late last **year** our **neighbors** bought a **goat**. | www.writingcentre.uottawa.ca/hypergrammar/nouns.html |
| 1. b. Regular (plural) | plural form is made by the addition of an -s | one day, two days  one shirt, two shirts | www.usingenglish.com |
| 1. b. Irregular (plural) | 1. Nouns ending in -ch, -sh, -s, -ge, -x, take –es in the plural.  2. Nouns ending -consonant +y and change the –y to –i and add **-es** to make it plural.  3. Nouns ending -vowel + y do not change the –y. Form plurals the normal way. | 1. one beach, two beaches  2. one berry, two berries  3. one toy, two toys | www.usingenglish.com |
| 1. c. Abstract | A type of noun that refers to something a person cannot physically interact with. | love, hate, anger, bravery, loyalty, honesty, beliefs, dreams, | grammar.yourdictionary.com |
| 1. **a. Pronoun** | A word that substitutes a noun or noun phrase. | he, she, I, it, them, they | www.usingenglish.com |
| 1. **a. Verb** | A verb refers to an action or a state. | action: break, walk, do  state: be, like, own | www.usingenglish.com |
| 1. d. Regular | A regular verb is one that follows the pattern of taking -ed for the past simple and past participle forms. | walk/walk**ed**  love/lov**ed**  (drop –e, then add –ed) | www.usingenglish.com |
| 1. d. Irregular | An irregular verb is one that does not take the -ed ending for the past simple and past participle forms. | put/put  buy/bought | www.usingenglish.com |
| e. Simple Tenses | Simple tenses show the time of the action or state. | Present: Today I jump.  Past: Yesterday I jumped.  Future: Tomorrow I will jump. | www.usingenglish.com |
| 1. **f. Subject/Verb Agreement** | **Subjects** and **verbs** must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. | Singular: The dog chases the cat.  Plural: The dogs chase the cat. | www.towson.edu |
| 1. **f. Pronoun/Antecedent Agreement** | The pronoun must agree with its antecedent in number. A singular pronoun must replace a singular noun; a plural pronoun must replace a plural noun. | Singular: Barney bought his hat at Walmart.  Plural: Jane and Sue shopped until their feet hurt. | www.towson.edu |
| 1. **a. Adjective** | A word that modifies a noun or pronoun to make it more specific. | **wise** grandmother  **brown** shirt  **fuzzy** sweater | www.dictionary.reference.com |
| 1. g. Comparative | Allows the comparison of two things to one another. | tall/taller  early/earlier  beautiful/more beautiful  purple/more purple | www.grammar.yourdictionary.com |
| 1. g. Superlative | Expressing the very highest degree or very best example of something. | tallest  earliest  most beautiful  most purple | www.grammar.yourdictionary.com |
| 1. **a. Adverb** | A word that provides a greater description to a verb, adjective, another adverb, a phrase, a clause, or a sentence. | beautifully  quickly  happily | www.grammar.yourdictionary.com |
| 1. g. Comparative | An expression formed from the adverb (e.g., more slowly). It is used to show who (or what) has performed an action in a specific manner to the greater or lesser degree. | The goat can see better than you think.  Try to paint the edges more carefully; it will save time later. | www.grammar-monster.com/lessons/comparatives\_superlatives\_from\_adverbs.html |
| 1. g. Superlative | An expression formed from the adverb (e.g., most carefully). It is used to show who (or what) has performed an action in a specific manner to the greatest or least degree. | The gift is most gratefully received.  She answered most abruptly. | www.grammar-monster.com/lessons/comparatives\_superlatives\_from\_adverbs.html |
| 1. **h. Conjunctions** | Any member of a small class of words distinguished in many languages by their function as connectors between words, phrases, clauses, or sentences. | and, because, but, however | www.dictionary.reference.com |
| 1. h. Coordinating | Coordinating conjunctions join grammatically similar elements (e.g., two nouns, two verbs, two modifiers, two independent clauses). | Would you like biscuits or muffins with your breakfast?  (F.A.N.B.O.Y.S.)  **F**or **B**ut  **A**nd **O**r  **N**or **Y**et  **S**o | www.grammar.about.com/od/c/g/coordconjterm.htm |
| 1. h. Subordinating | A subordinating conjunction Introduces a dependent clause, which depends on the rest of the sentence for its meaning and cannot stand alone. | Unless we leave now, we’ll be late. | www.usingenglish.com/glossary/subordinating-conjunction.html |
| 1. **i. Simple Sentences** | A sentence with one independent clause and no dependent clauses. | My aunt enjoyed taking the hayride with you. | www.owl.english.purdue.edu/owl/resource/573/02/ |
| 1. **i. Compound Sentences** | A sentence with multiple independent clauses but no dependent clauses. Independent clauses are joined with a comma and a coordinating conjunction (i.e. *and*, *or*, and *but*.) | The little girl walked the dog to the park, **and** they played fetch for hours. | www.owl.english.purdue.edu/owl/resource/573/02/ |
| 1. **i. Complex Sentences** | A sentence with one independent clause and at least one dependent clause. | After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short. | www.owl.english.purdue.edu/owl/resource/573/02/ |

**Standard (L.3.2)** -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. **Capitalize appropriate words in titles.**
2. **Use commas in addresses.**
3. **Use commas and quotation marks in dialogue.**
4. **Form and use possessives.**
5. **Use conventional spelling for high frequency and other studied words; and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).**
6. **Use spelling patterns and generalizations in writing words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts).**
7. **Consult reference materials including beginning dictionaries, as needed, to check and correct spellings.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Capitalization** | Begin a word with an upper case letter when it is used at the beginning of a sentence, for a proper noun, or for the word, “I.” | **W**ill you join **K**atie and **I** for an adventure to **W**almart? | www.thefreedictionary.com/capitalization |
| **b. Commas in Addresses** | When a date or address with several parts occurs in a sentence, place a comma between each element and after the last part. | The house at 100 W. Sixth Street, Baltimore, MD 21210, was sold today. | www.towson.edu/ows/comma.htm#dates\_address |
| **c. Commas and Quotation Marks in Dialogue** | The primary function of quotation marks is to set off and represent exact language (spoken or written) that has come from someone else. | Mr. Johnson, who was working in his field that morning, said, “The alien spaceship appeared right before my own two eyes.” | www.owl.english.purdue.edu/owl/resource/577/01/ |
| **d. Possessives** | Possessives show that someone or something has ownership. | Julie’s hat was found on the playground. | www.thefreedictionary.com/possessive |
| **e. Conventional Spelling** | The spelling you find in the dictionary. |  | www.elearndesign.org/modules/ocada301\_norm1/15/glossary/conven14.html |
| e.High-frequency Words | High-frequency words are the most commonly used words in printed text. | become, another, upon, high, important, weather, through | www.montgomeryschoolsmd.org/uploadedFiles/schools/rockwelles/classroom/grade3/thirdgr\_high\_freq.pdf |
| e. Suffix | A **suffix** is an affix added to the end, changing the meaning as well. | sit + **ing** = sitting  surprise + **ing** = surprising  puppy + **s** = puppies |  |
| **f. Spelling Patterns and Generalizations** | When writing, students refer to resources containing categorized spelling patterns. |  | *COOR ISD Literacy Committee Spelling Scope & Sequence* |
| f. Word Families | Groups of words that have a common feature or pattern. Word families have some of the same combinations of letters in them and a similar sound. | at, hat, cat, and fat | www.enchantedlearning.com/rhymes/wordfamilies/ |
| f. Position Based Spellings | Refers to the common spelling rules taught to elementary students to help decode the spelling of an unfamiliar word. | i before e, except after c, unless it says **a**, as in “neighbor” and “weigh” | www.kenton.k12.ky.us/userfiles/922/ELA%20Glossary%20of20Terms.pdf |
| f. Syllable Patterns |  | VC/CCV- When there are three consonants between two vowels, divide them between the first consonant and the blend or digraph that follows it (e.g., spar/kler, stran/gled, cas/tle, nor/thern, ham/ster). | www.kenton.k12.ky.us/userfiles/922/ELA%20Glossary%20of20Terms.pdf |
| f. Ending Rules |  | **Change y to i:** In words ending in **y**, preceded by a consonant, change the **y** to **i** and add **-es** or **–ed**.  \*puppy-puppies  \*army-armies  \*supply-supplies | www.donnayoung.org/english/spelling/end-y.htm |
| f. Meaningful Word Parts | Morphological analysis builds upon students’ knowledge of word formation processes; how meaningful word parts combine (prefixes, suffixes, bases, and roots). | “When you learn one word you learn ten!”  courage  courageous  courageously  encourage  encouraging  encouragingly  discourage  discouraging  discouragingly | www.nesacenter.org/uploaded/conferences/SEC/2010/spkr\_handouts/Templeton\_Grades\_K-3.pdf |
| **g. Consult Reference Material** | Reference materials (e.g., dictionaries, glossaries, thesauruses), both digital and print, are used as needed to check and correct spellings. | Students consult a dictionary to check spelling and/or meaning of a word. | *dictionary.com* |

***Knowledge of Language***

**Standard (L.3.3) –** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1. **Choose words and phrases for effect.\***
2. **Recognize and observe differences between the conventions of spoken and written standard English.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Words & Phrases for Effect** | Emphasis can be added to our writing through the use of specific words and the order in which they are written. | Words: Wow, that was an amazing meal!  Phrases: It filled the room with a brilliant orchestra of sound. | http://owl.english.purdue.edu/owl/owlprint/609/ |
| **b. Written Language Conventions** | Writing is grammatically correct. Writers should consider the following when editing written work:  - All words are spelled correctly.  - All sentences are complete.  - Sentence structure is varied.  - Subject s and verbs agree.  - Verbs are in the correct tense.  - Capital letters are used correctly. |  | http://grammar.about.com |
| **b. Spoken Language Conventions** | Spoken language is generally less formal and less precise than written language.  Spoken language can be more communicative than written language due to extra cues such as body language and tone. | **Spoken:** Are you going to the dance tonight?  **Written:** Are you going to the dance tonight?” John asked Mary. | http://owl.english.purdue.edu |

***Vocabulary Acquisition and Use***

**Standard (L.3.4)** - 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.

1. **Use sentence-level context as a clue to the meaning of the word or phrase.**
2. **Determine the meaning of the new word formed when a know affix is added to a know word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).**
3. **Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**
4. **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Context Clues** | Bits of information within a text that will assist you in deciphering the meaning of unknown words. | **Paradise:** When Rex had a bone, a warm spot to lie, and someone petting him, he was in **paradise.** | <http://www.ereadingworksheets.com>  https://new.edu/resources/using-context-clues |
| **b. Affix** | An **affix** is a set of letters attached to the beginning or the end of a root word, stem, or word, or in the body of a word, to modify its meaning.  A **prefix** is an affix added to the beginning of a root word that changes its meaning.  A **suffix** is an affix added to the end, changing the meaning as well. | **dis-** (not) disagreeable  **anti-** (against) antifreeze  **de-** (opposite) defrost  **-able** (can be done) comfortable | http://dictionary.reference.com/ |
| **c. Root Word** | The **root** is the main part of the word.  The root is left after all affixes have been removed. | **bi** (twice) - biannual, bicycle  **tri** (three) - tricycle, triangle | http://dictionary.reference.com/ |
| **d. Glossary** | A list of terms in a special subject, field, or area of usage, with accompanying definitions. Glossaries are often found in the back of texts. |  |  |
| **d. Dictionary** | A resource containing a selection of the words of a language, giving information about the meanings, pronunciations, inflected forms, derived forms, etc. | Students consult dictionary.com to determine or clarify the precise meaning of key words and/or phrases. | dictionary.com |

**Standard (L.3.5)** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. **Distinguish the literal and nonliteral meanings of words and phrase in context (e.g., take steps).**
2. **Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**
3. **Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **a. Literal Meanings** | Literal meanings are the most obvious or non-figurative sense of a word or words. | I can’t find my keys and I keep forgetting appointments. | http://grammar.about.com/od/il/g/literalangterm.htm |
| **a. Nonliteral Meanings** | Language that contains or uses figures of speech, especially metaphors. | My mind is oatmeal.  Life is a dance. | http://examples.yourdictionary.com/metaphor-examples.html |
| **b. Real Life Connections** | Real life connections are examples that people can relate to in their own lives. | helpful: Your classmate, Julie, was being helpful when she passed out the papers.  Inspired: Many of you were inspired to be writers after hearing Johnathan Rand present. |  |
| **c. Shades of Meaning** | Phrases used to describe the small, subtle differences in meaning between similar words or phrases. | ‘Kid’ and ‘youth’ both refer to young people, but carry differing views and ideas about young people. | www.usingenglish.com |

**Standard (L.3.6)** – 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).

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Definition** | **Examples** | **Resource(s)** |
| **Transfer** |  | Reader’s & Writer’s Workshop  Vocabulary Notebooks  Science/Social Studies Lessons |  |