**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 daysone 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 beaches2. one berry, two berries3. 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, dostate: 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/putbuy/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/tallerearly/earlierbeautiful/more beautifulpurple/more purple | www.grammar.yourdictionary.com |
| 1. g. Superlative
 | Expressing the very highest degree or very best example of something. | tallestearliestmost beautifulmost 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. | beautifullyquickly 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** = sittingsurprise + **ing** = surprisingpuppy + **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!”couragecourageouscourageouslyencourageencouragingencouraginglydiscouragediscouragingdiscouragingly | 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 WorkshopVocabulary NotebooksScience/Social Studies Lessons |  |