

**Northwestern School Corporation**  
**English Curriculum**  
**Third Grade**

I. Sentence Structure

The students will:

- Recognize and write a complete sentence.
- Differentiate between declarative, imperative, interrogative, and exclamatory sentences.
- Identify and write simple, compound, and complex sentences.
- Become aware of sentence fragments and run-ons.
- Identify and use correct subject verb agreement.
- Identify simple and complete subjects and predicates.
- Identify compound sentence parts (subject, verbs, and objects)
- Identify the understood subject (you).
- Identify the inverted order of the subject/predicate.
- Identify direct objects, indirect objects, and objects of the preposition.
- Be aware of the parts of a letter.

II. Grammar

The students will:

- Define and identify nouns including singular and plural forms.
- Identify common and proper nouns.
- Recognize possessive nouns.
- Differentiate between possessive and plural forms of nouns.
- Identify compound nouns.
- Define and identify types of verbs ( action verb, verbs of being, and helping verb)
- Identify verb phrases.
- Identify past, present, and future tenses of verbs.
- Identify and correct subject/verb agreement.
- Identify contractions.
- Identify and use pronouns (subject, object, and possessive).
- Use pronouns in agreement with antecedents.
- Use pronouns in contractions and homophones.
- Identify and use possessive pronouns and antecedents.
- Define and identify adjectives and adverbs.
- Identify forms of comparison of adjectives.
- Choose between adjectives and adverbs.
- Choose correct adjective and adverb articles.
- Identify and use article adjectives.
- Recognize the difference between prepositions and adverbs in a sentence.
- Identify prepositions, prepositional phrases, and objects of the prepositions.
- Recognize, identify, and use conjunctions.
- Define and punctuate interjections.
- Avoid the use of double negatives.

III. Punctuation

The students will:

- Use periods, question marks, and exclamation marks at the end of sentences.
- Use apostrophes for contractions and possessive nouns.
- Use commas after introductory words and compound sentences.
- Use commas in direct address.
- Use commas after interjections and appositives.
- Understand and use commas after interjections and appositives.
- Be aware of the use of colons.
- Use commas in letter parts, dates, addresses, and words in a series.
- Be aware and understand the use of quotation marks.

#### IV. Capitalization

The students will:

- Use capital letters for sentence beginnings, the pronoun I, proper nouns, first word of greeting and closing in letters, titles of books, poems, stories, reports, outlines, songs, articles, magazines, newspapers, historical periods, holidays, geographical names, chapter titles, and special events.
- Use capital letters for abbreviations as needed, titles of people, initials, and family titles.
- Use capital letters for the first word of a direct quotation.
- Use capital letters for proper adjectives.

#### IV. Communication

##### A. Listening

The students will:

- Use active listening (look at speaker, appropriate posture with bodies still, voices quiet, mind focused, ears listening).
- Differentiate various purposes for listening (enjoyment, information, comprehension)
- Listen to get information
- Ask, retell, paraphrase, and explain what a speaker has said.
- Connect and relate experiences and ideas to those of a speaker.
- Listen to resolve conflict and identify mood/tone.
- Listen for enjoyment.
- Answer questions appropriately.
- Understand two-step spoken directions.
- Understand spoken directions that include three to five steps.
- Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia.
- Distinguish between fact and opinion expressed in the media broadcasting.

##### B. Speaking

The students will:

- Participate in discussions and cooperative learning activities.
- Student will stay on topic when speaking.
- Recount a personal event.
- Retell, paraphrase, and explain what a speaker has said.
- Connect and relate experiences and ideas to those of a speaker.
- Answer questions completely and appropriately.
- Ask appropriate questions and respond to the questions of others.

- Organize ideas chronologically (in the order that they happened) or around major points of information.
- Provide a beginning , a middle, and an end to oral presentations, including details that develop a central idea.
- Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.
- Participate in choral, echo, and oral reading.
- Participate in peer conferencing.
- Prepare and present oral reports.
- Use persuasive speech to influence.
- Interview and survey to obtain information.
- Use appropriate volume, intonation, enunciation, rate, and fluency.
- Retell the main events of a story read aloud.
- Take the part of a character in a role-play situation to extend or elaborate a story.
- Use grammar and word choices appropriately in formal oral presentation.
- Collaborate with classmates to summarize and organize information from different sources.

### C. Writing Process

The students will produce a final product using the writing process which includes the following traits of writing:

#### 1. Focus/Ideas

- Maintain focus and sharpen ideas.
- Use sensory details and concrete examples to elaborate in writing.
- Stay focus, keep to the point, and delete extraneous information.

The students will:

- Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.
- Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook.

#### 2. Organization/Paragraphs

- Use graphic organizers to group ideas.
- Use transitions to connect sentences and paragraphs.
- Organize ideas in a logical progression, such as chronological order or by order of importance.
- Write paragraphs that include a main idea, 3-5 supporting sentences that support the main idea, and a concluding sentence.
- Write 2-3 paragraphs which include an introductory, supporting, and concluding paragraph (a paragraph that summarizes the points).
- Use correct indention at the beginning of paragraphs.
- Use a computer to draft, revise, and publish writing.
- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

- Revise writing for others to read, rearranging words and sentences to improve the focus and progression of ideas.
  - Draft, edit, and rewrite a final copy with correct spelling, sentence structure, sentence order, and grammar.
3. Voice
- Develop writing that shows writer’s unique personality and establish a connection between writer and reader. Voice should be suited to the audience and the purpose of writing.
4. Word Choice
- Use clear, precise, appropriate language.
  - Use figurative language and vivid words.
  - Use various reference materials to select effective vocabulary for writing (such as word walls, dictionary, thesaurus, atlas, encyclopedia, and online resources)
5. Sentences
- Combine, elaborate, and vary sentences.
  - Write topic sentence, supporting sentences with facts and details, and concluding sentences.
  - Use correct word order.
6. Conventions
- Use correct spelling and grammar.
  - Use correct capitalization and punctuation.
  - Recognize and begin to correct sentence fragments and run on sentences.
  - Use correct paragraph indention.

#### D. Writing Applications

The student will:

- Continue to describe and explain familiar objects, events, and experiences.
- Write narrative stories that provides a setting and details to develop the plot.
- Write descriptive pieces about people, places, things or experiences that develop a main idea and use details to support a main idea.
- Write personal, persuasive, and formal letters, thank you notes, and invitations that show awareness of audience and establish a purpose and context. These also include the date, proper salutation, body, closing, and signature.
- Used varied word choices to make writing interesting.
- Write for different purposes and to a specific audience or person.