**Grade Three Language Standards**

**Conventions of Standard English**

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

**L.3.1a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**L.3.1b** Form and use regular and irregular plural nouns.

**L.3.1c** Use abstract nouns (e.g., *childhood*).

**L.3.1d** Form and use regular and irregular verbs.

**L.3.1e** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**L.3.1f** Ensure subject-verb and pronoun-antecedent agreement.\*

**L.3.1g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

**L.3.1h** Use coordinating and subordinating conjunctions.

**L.3.1i** Produce simple, compound, and complex sentences.

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

**L.3.2a** Capitalize appropriate words in titles.

**L.3.2b** Use commas in addresses.

**L.3.2c** Use commas and quotation marks in dialogue.

**L.3.2d** Form and use possessives.

**L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

**L.3.2f** Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

**L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.\*

L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition and Use**

**L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.4b** 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*).

**L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

**L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

**L.3.5a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

**L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

**L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

**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*).