

# Skills Scope and Sequence

Grade 3

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
<b>Conventions of Grammar and Usage (L1)</b>																			
Form and use regular and irregular plural nouns		•	•		•	•	•			•	•			•					
Use abstract nouns														•		•		•	
Use determiners*					•	•			•	•	•		•	•		•	•		
Use adjectives and adverbs*		•		•	•				•				•		•		•	•	
Form and use comparative and superlative adjectives and adverbs			•	•	•			•		•		•					•	•	
Use pronouns and possessive adjectives*	•		•	•	•	•	•	•	•		•		•	•	•			•	
Ensure pronoun-antecedent agreement	•										•	•					•	•	
Use coordinating and subordinating conjunctions			•			•		•		•	•	•		•	•		•		
Use prepositions*			•	•		•	•		•	•	•			•	•				
Ensure subject-verb agreement	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Form and use the past tense of irregular verbs*		•		•	•			•	•	•	•		•	•	•	•		•	
Form and use simple verb tenses	•	•		•	•										•		•		
Form and use regular and irregular verbs						•		•		•									
Produce simple, compound, and complex sentences	•		•					•				•		•	•		•		
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences	•				•	•	•						•						
Correctly use homophones*		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	
Identify incorrect use of grammar*		•	•	•			•		•			•		•		•	•		
<b>Conventions of Capitalization, Punctuation, and Spelling (L2)</b>																			
Capitalize appropriate words in titles	•							•						•				•	
Use correct capitalization of the pronoun I, proper nouns, holidays, product names, geographic names, etc.*	•	•		•	•		•	•	•			•	•	•	•		•	•	
Use capitalization and end punctuation for sentences*	•			•	•	•	•	•					•	•				•	
Use commas and quotation marks in dialogue				•				•				•	•			•	•		
Use commas in dates* and addresses								•		•	•		•					•	
Use commas to separate single words in a series*	•	•						•		•					•	•		•	
Use an apostrophe to form contractions*				•		•	•	•				•	•					•	
Form and use possessives			•			•	•	•	•	•			•	•		•	•		
Use conventional spelling for high-frequency and other studied words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
Use spelling patterns and generalizations in writing words	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Use conventional spelling for adding suffixes to base words				•	•	•	•	•	•	•			•	•		•	•		
Identify incorrect use of punctuation and capitalization*	•	•	•	•	•	•	•	•		•	•		•	•		•			
<b>Determine Word Meaning (L4)</b>																			
Use sentence-level context as a clue to the meaning of a word or phrase		•		•						•	•			•		•			
Use context as a clue to the meaning of multiple-meaning words								•	•									•	
Determine the meaning of the new word formed when a known affix is added to a known word	•	•			•	•			•		•	•						•	
Use a known root word as a clue to the meaning of an unknown word with the same root						•								•		•			
<b>Word Relationships (L5)</b>																			
Identify real-life connections between words and their use		•	•						•						•				
Distinguish shades of meaning among related words			•				•	•				•			•	•	•		
Use analogies to show word relationships*				•												•			
Demonstrate understanding of words by relating them to their opposites and to words with similar meanings*								•			•	•	•					•	
Distinguish the literal and nonliteral meanings of words and phrases in context				•		•			•	•			•			•		•	
<b>Acquired Vocabulary (L6)</b>																			
Acquire and use conversational, general academic, and domain-specific words and phrases							•				•				•	•		•	

\*Language skill is not included in CCSS at this grade level.

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Week
<b>Conventions of Grammar and Usage (L1)</b>																		
•	•					•		•	•					•	•	•	•	Form and use regular and irregular plural nouns
				•														Use abstract nouns
•					•	•	•	•		•	•			•		•		Use determiners*
	•		•	•		•			•	•			•	•	•	•	•	Use adjectives and adverbs*
•	•		•		•	•	•		•				•		•	•	•	Form and use comparative and superlative adjectives and adverbs
•	•	•			•	•	•	•	•		•			•		•		Use pronouns and possessive adjectives*
•			•			•		•		•				•		•	•	Ensure pronoun-antecedent agreement
		•						•	•	•	•	•				•		Use coordinating and subordinating conjunctions
		•			•		•	•			•	•					•	Use prepositions*
•	•	•	•	•	•	•	•	•		•				•				Ensure subject-verb agreement
•	•	•	•	•	•	•	•	•		•	•			•		•	•	Form and use the past tense of irregular verbs*
	•	•		•	•				•		•			•	•		•	Form and use simple verb tenses
		•	•								•	•		•				Form and use regular and irregular verbs
•	•					•		•	•	•	•	•				•	•	Produce simple, compound, and complex sentences
									•									Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences
•		•			•	•	•		•		•	•	•	•	•	•	•	Correctly use homophones*
•	•	•			•	•		•	•		•	•	•		•		•	Identify incorrect use of grammar*
<b>Conventions of Capitalization, Punctuation, and Spelling (L2)</b>																		
			•	•							•			•			•	Capitalize appropriate words in titles
	•	•	•	•		•	•			•	•	•		•	•		•	Use correct capitalization of the pronoun I, proper nouns, holidays, product names, geographic names, etc.*
	•	•	•			•	•		•	•	•	•						Use capitalization and end punctuation for sentences*
	•							•		•	•			•				Use commas and quotation marks in dialogue
	•				•		•			•				•				Use commas in dates* and addresses
								•			•	•						Use commas to separate single words in a series*
		•	•		•			•										Use an apostrophe to form contractions*
•			•	•		•					•		•		•		•	Form and use possessives
•		•	•	•		•	•	•	•	•	•	•			•	•	•	Use conventional spelling for high-frequency and other studied words
•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Use spelling patterns and generalizations in writing words
•	•		•	•	•			•	•	•	•			•		•		Use conventional spelling for adding suffixes to base words
•	•	•	•		•	•		•	•			•	•		•	•		Identify incorrect use of punctuation and capitalization*
<b>Determine Word Meaning (L4)</b>																		
•	•			•		•				•	•		•	•			•	Use sentence-level context as a clue to the meaning of a word or phrase
					•	•				•	•	•					•	Use context as a clue to the meaning of multiple-meaning words
		•	•	•					•	•				•				Determine the meaning of the new word formed when a known affix is added to a known word
•				•	•	•	•	•	•	•	•	•		•	•	•	•	Use a known root word as a clue to the meaning of an unknown word with the same root
<b>Word Relationships (L5)</b>																		
		•	•											•		•		Identify real-life connections between words and their use
		•		•	•	•		•	•						•	•		Distinguish shades of meaning among related words
				•	•				•									Use analogies to show word relationships*
•	•				•	•	•	•	•			•	•				•	Demonstrate understanding of words by relating them to their opposites and to words with similar meanings*
		•	•	•		•					•				•			Distinguish the literal and nonliteral meanings of words and phrases in context
<b>Acquired Vocabulary (L6)</b>																		
	•		•		•							•	•	•			•	Acquire and use conversational, general academic, and domain-specific words and phrases

\*Language skill is not included in CCSS at this grade level.



**Correct the sentences.**

1. Bats is not birds, but them fly like birds.

---

2. Sum people think bats is ugly and scarie.

---

**Rewrite the sentences to make one sentence. Use the word *and*.**

3. I learned that bats are gentle. Bats are helpful.

---

**Rewrite the sentence with the correct capitalization.**

4. I learned about bats in a book called bats of the world.

---

**Correct the sentences.**

1. Have you ever saw a rainbow after it rained

---

2. A rainbow happens when sun light passes through rain drops.

---

**Write the missing root word. Use the bold word as a clue.**

3. Rainbows are made up of seven **colors**. Rainbows are \_\_\_\_\_ful.

**Complete the sentence. Write a word that means *full of beauty*.**

4. Most people think rainbows are \_\_\_\_\_.

Read the bold prefixes and their meanings. Also notice the examples given.

Prefixes	Meanings	Examples
<b>dis</b>	not or opposite of	disagree
<b>im, in</b>	not	impossible, inactive
<b>re</b>	again or back	replay
<b>un</b>	not or opposite	untie

Write the prefix that correctly completes each bold word.

- Dad is so sick that it is \_\_\_\_\_**possible** for him to go to work.
- The pizza is cold, so you need to \_\_\_\_\_**heat** it.
- I will not wear that shirt, because I \_\_\_\_\_**like** the color of it.

Write as many words as you can think of using the prefixes in the box.  
Try to use each prefix at least once.

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_