

1st Quarter
Grade 3 English

Parts of Speech: Nouns				
Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts.				
Week	Objectives	Students' Performance Indicators	SA	TA
1	Identify nouns.	✓ I can identify nouns.		
	Classify nouns as naming people, places, or things.	✓ I can classify nouns as naming people, places, or things.		
	Use exact nouns in writing.	✓ I can use exact nouns in writing.		
	Identify nouns in subjects.	✓ I can identify nouns in subjects.		
	Use subject nouns in writing.	✓ I can use subject nouns in writing.		
2	Identify singular and plural nouns.	✓ I can identify singular and plural nouns.		
	Form plural nouns by adding s.	✓ I can form plural nouns by adding s.		
	Use plural nouns in writing.	✓ I can use plural nouns in writing.		
	Spell plural nouns that end with es.	✓ I can spell plural nouns that end with es.		
	Use plural nouns in writing.	✓ I can use plural nouns in writing.		
	Spell plural nouns that end with ies.	✓ I can spell plural nouns that end with ies.		
	Use plural nouns in writing.	✓ I can use plural nouns in writing.		
3	Distinguish between common and proper nouns.	✓ Distinguish between common and proper nouns.		
	Use common and proper nouns in writing.	✓ I can use common and proper nouns in writing.		
	Recognize that initials are written with capital letters.	✓ I can recognize that initials are written with capital letters.		
	Use names and titles in writing.	✓ I can use names and titles in writing.		
	Recognize that the name of a particular place begins with a capital letter.	✓ I can recognize that the name of a particular place begins with a capital letter.		
	Use place names and abbreviations in writing.	✓ I can use place names and abbreviations in writing.		
4	Recognize that name of a day, months, or holiday begins with a capital letter.	✓ I can recognize that name of a day, months, or holiday begins with a capital letter.		
	Write abbreviations and proper nouns in writing.	✓ I can write abbreviations and proper nouns in writing.		
	Spell singular possessive nouns.	✓ I can spell singular possessive nouns.		
	Use singular possessive in writing.	✓ I can use singular possessive in writing.		

Parts of Speech: Pronouns				
Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts				
Week	Objectives	Students' Performance Indicators	SA	TA
5	Identify pronouns.	✓ Identify pronouns.		
	Replace nouns with pronouns.	✓ Replace nouns with pronouns.		
	Use pronouns in writing.	✓ Use pronouns in writing.		
	Identify subject pronouns.	✓ Identify subject pronouns.		
	Use the correct verb form with subject pronouns.	✓ Use the correct verb form with subject pronouns.		
	Use subject pronouns in writing.	✓ Use subject pronouns in writing.		
6	Identify object pronouns.	✓ Identify object pronouns.		
	Use object pronouns in writing.	✓ Use object pronouns in writing.		
	Identify correct uses of I and me.	✓ Identify correct uses of I and me.		
	Use I and me in writing.	✓ Use I and me in writing.		
	Identify possessive pronouns in writing.	✓ Identify possessive pronouns in writing.		
	Identify contractions formed by pronouns and verbs.	✓ Identify contractions formed by pronouns and verbs.		
7	Use contractions with pronouns in writing.	✓ Use contractions with pronouns in writing.		
	Parts of Speech: Adjectives			
	Standard:			
	Understand the function of an adjective.	✓ Understand the function of an adjective.		
	To use exact adjectives in writing.	✓ To use exact adjectives in writing.		
	Identify adjectives that tell what kind.	✓ Identify adjectives that tell what kind.		
8	Use these adjectives in writing.	✓ Use these adjectives in writing.		
	Identify articles.	✓ Identify articles.		
	Use articles in writing. Identify comparative forms of adjectives.	✓ Use articles in writing. Identify comparative forms of adjectives.		
	Use comparatives in writing.	✓ Use comparatives in writing.		
	Identify comparative adjectives with more and most.	✓ Identify comparative adjectives with more and most.		
	Use more and most with adjectives in writing.	✓ Use more and most with adjectives in writing.		

End of 1st Quarter

2nd Quarter
Grade 3 English

Parts of Speech: Verbs

Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts

Week	Objectives	Students' Performance Indicators	SA	TA
1	Identify action verbs.	✓ I can identify action verbs.		
	Understand that exact action verbs paint a clear picture.	✓ I can understand that exact action verbs paint a clear picture.		
	Use action verbs in writing.	✓ I can use action verbs in writing.		
	Identify present-time verbs.	✓ I can identify present-time verbs.		
	Identify present-time verbs that agree with the subject.	✓ I can identify present-time verbs that agree with the subject.		
2	Use present-time verbs in writing.	✓ I can use present-time verbs in writing.		
	Identify past-time verbs.	✓ I can identify past-time verbs.		
	Use past-time verbs in writing.	✓ I can use past-time verbs in writing.		
	Spell present-time verbs.	✓ I can spell present-time verbs.		
	Use present-time verbs in writing.	✓ I can use present-time verbs in writing.		
3	Understand that the verb be links the subject with a word or words in the predicate.	✓ I can understand that the verb be links the subject with a word or words in the predicate.		
	Identify the present and past forms of the verb be.	✓ I can identify the present and past forms of the verb be.		
	Use the verb be in writing.	✓ I can use the verb be in writing.		
	Identify the form of be that agrees with a subject.	✓ I can identify the form of be that agrees with a subject.		
	Use the verb be in writing.	✓ I can use the verb be in writing.		
4	Recognize that some predicates have a main verb and helping verb.	✓ I can recognize that some predicates have a main verb and helping verb.		
	Use helping verbs in writing.	✓ I can use helping verbs in writing.		
	Identify the past-time form of some irregular verbs.	✓ I can identify the past-time form of some irregular verbs.		
	Use the past time of irregular verbs in writing.	✓ I can use the past time of irregular verbs in writing.		
	Understand what a contraction is.	✓ I can understand what a contraction is.		
	Form contractions with a verb and not.	✓ I can form contractions with a verb and not.		

	Use contractions in writing.	✓ I can use contractions in writing.		
Week	Parts of Speech: Adverbs			
5	Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts			
	Objectives	Students' Performance Indicators	SA	TA
	Identify adverbs that tell when and where.	✓ I can identify adverbs that tell when and where.		
	Use adverbs in writing.	✓ I can use adverbs in writing.		
	Differentiate between the adjective good and the adverb well.	✓ I can differentiate between the adjective good and the adverb well.		
6	Use good and well in writing.	✓ I can use good and well in writing.		
	Identify negative words.	✓ I can identify negative words.		
	Use negative words in writing.	✓ I can use negative words in writing.		
	Recognize that prefix change word meanings.	✓ I can recognize that prefix change word meanings.		
	Use prefixes to simplify writing.	✓ I can use prefixes to simplify writing.		

End of 2nd Quarter

3rd Quarter Grade 3 English

Language Focus: Sentences				
Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts				
Week	Objectives	Students' Performance Indicators	SA	TA
1	Identify complete sentences.	✓ I can identify complete sentences.		
	Use complete sentences in writing.	✓ I can use complete sentences in writing.		
	Identify meaningful word order in sentences.	✓ I can identify meaningful word order in sentences.		
	Use meaningful word order in writing.	✓ I can use meaningful word order in writing.		
	Identify statements and questions.	✓ I can identify statements and questions.		
	Use capitalization and end punctuation correctly in sentences.	✓ I can use capitalization and end punctuation correctly in sentences.		
	Use statements and questions in writing.	✓ I can use statements and questions in writing.		
2	Identify exclamations and commands.	✓ I can identify exclamations and commands.		
	Use correct end marks with exclamations and commands.	✓ I can use correct end marks with exclamations and commands.		
	Use sentences with both a subject and a predicate in writing	✓ I can use sentences with both a subject and a predicate in writing		
	Identify subjects in sentences.	✓ I can identify subjects in sentences.		
	Use sentences with subjects in writing.	✓ I can use sentences with subjects in writing.		
	Identify predicates in sentences with predicates in writing.	✓ I can identify predicates in sentences with predicates in writing.		
Writing Composition: Personal Narrative				
Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts				
3	Recognize that a personal narrative tells a personal story.	✓ I can recognize that a personal narrative tells a personal story.		
	Recognize that a personal narrative has sentences that tell what happened in the beginning, middle, and ending.	✓ I can recognize that a personal narrative has sentences that tell what happened in the beginning, middle, and ending.		
	Understand the use of the words I, me, and my in a personal narrative.	✓ I can understand the use of the words I, me, and my in a personal narrative.		
	Brainstorm and choose a topic for personal narrative.	✓ I can brainstorm and choose a topic for personal narrative.		

4	Gather information and organize details for a personal narrative.	✓ I can gather information and organize details for a personal narrative.		
	Draft a personal narrative that includes a beginning, a middle, and an ending.	✓ I can draft a personal narrative that includes a beginning, a middle, and an ending.		
	Revise a personal narrative by changing words that are repeated.	✓ I can revise a personal narrative by changing words that are repeated.		
	Proofread a personal narrative for capitalization, punctuation, grammar, and spelling.	✓ I can proofread a personal narrative for capitalization, punctuation, grammar, and spelling.		
	Publish a personal narrative.	✓ I can publish a personal narrative.		
5	Writing Composition: Information Paragraph			
	Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts			
	Read and response to information paragraphs.	✓ I can read and response to information paragraphs.		
	To analyze how effectively writers, include details that provide information about one main idea.	✓ I can analyze how effectively writers, include details that provide information about one main idea.		
	Recognize that an information paragraph is a group of sentences that tell about the main idea.	✓ I can recognize that an information paragraph is a group of sentences that tell about the main idea.		
	Recognize that an information paragraph has a topic sentence that tells the main idea.	✓ I can recognize that an information paragraph has a topic sentence that tells the main idea.		
	Brainstorm and choose topic for an information paragraph.	✓ I can brainstorm and choose topic for an information paragraph.		
	Gather and organize details for an information paragraph.	✓ I can gather and organize details for an information paragraph.		
	Draft an information paragraph that includes a topic sentence and detail sentences.	✓ I can draft an information paragraph that includes a topic sentence and detail sentences.		
	Revise an information paragraph by adding important details that will give more information.	✓ I can revise an information paragraph by adding important details that will give more information.		
6	Proofread an information paragraph for capitalization, punctuation, grammar, and spelling.	✓ I can proofread an information paragraph for capitalization, punctuation, grammar, and spelling.		
	Publish an information paragraph.	✓ I can publish an information paragraph.		
Week	Writing Composition: How-to Paragraph			
	Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts			
	Recognize that a how-to paragraph gives step-by step directions for doing or making something.	✓ I can recognize that a how-to paragraph gives step-by step directions for doing or making something.	SA	TA

5	Recognize that how-to paragraph has a topic sentence, names materials that are needed, and lists step in order.	✓ I can recognize that how-to paragraph has a topic sentence, names materials that are needed, and lists step in order.		
	Brainstorm and select a topic for a how-to paragraph.	✓ I can brainstorm and select a topic for a how-to paragraph.		
	Gather information for a how-to paragraph.	✓ I can gather information for a how-to paragraph.		
6	Write a draft of how-to paragraph that includes	✓ I can write a draft of how-to paragraph that includes a topic sentence, a list of materials, and steps given in order.		
	Revise a how- to paragraph by checking for a topic sentence and for a detail sentence that lists materials.	✓ I can revise a low- to paragraph by checking for a topic sentence and for a detail sentence that lists materials.		
	Proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.	✓ I can proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.		
	Publish a how-to paragraph.	✓ Publish a how-to paragraph		

End of 3rd Quarter

4th Quarter
Grade 3 English

Writing Composition: How-to Paragraph				
Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts				
Week	Objectives	Students' Performance Indicators	SA	TA
1	Recognize that a how-to paragraph gives step-by step directions for doing or making something.	✓ I can recognize that a how-to paragraph gives step-by step directions for doing or making something.		
	Recognize that how-to paragraph has a topic sentence, names materials that are needed, and lists step in order.	✓ I can recognize that how-to paragraph has a topic sentence, names materials that are needed, and lists step in order.		
	Brainstorm and select a topic for a how-to paragraph.	✓ I can brainstorm and select a topic for a how-to paragraph.		
	Gather information for a how-to paragraph.	✓ I can gather information for a how-to paragraph.		
2	Write a draft of how-to paragraph that includes	✓ I can write a draft of how-to paragraph that includes		
	Revise a how- to paragraph by checking for a topic sentence and for a detail sentence that lists materials.	✓ I can revise a how- to paragraph by checking for a topic sentence and for a detail sentence that lists materials.		
	Proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.	✓ I can proofread a how-to paragraph for capitalization, punctuation, grammar, and spelling.		
	Publish a how-to paragraph.	✓ I can publish a how-to paragraph.		
Writing Composition: Descriptive Paragraph				
Standard: Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts				
3	Recognize that a descriptive paragraph tells a person, place, or thing is like.	✓ I can recognize that a descriptive paragraph tells a person, place, or thing is like.		
	Recognize that descriptive paragraph has a topic sentence and detail sentences.	✓ I can recognize that descriptive paragraph has a topic sentence and detail sentences.		
	Recognize that a descriptive paragraph has clear and vivid words that describe.	✓ I can recognize that a descriptive paragraph has clear and vivid words that describe.		
	Recognize that writers of descriptive paragraphs use sensory words and exact verbs to give the reader a clear picture.	✓ I can recognize that writers of descriptive paragraphs use sensory words and exact verbs to give the reader a clear picture.		
4	Brainstorm and select a topic for a descriptive paragraph.	✓ I can brainstorm and select a topic for a descriptive paragraph.		
	Draft a descriptive paragraph that has a topic sentence and exact verbs to describe what was observed.	✓ I can draft a descriptive paragraph that has a topic sentence and exact verbs to describe what was observed.		
	Revise a descriptive paragraph by using a variety of vivid describing words.	✓ I can revise a descriptive paragraph by using a variety of vivid describing words.		
	Proofread a descriptive paragraph for capitalization, punctuation, grammar, and spelling.	✓ I can proofread a descriptive paragraph for capitalization, punctuation, grammar, and spelling.		

	Publish a descriptive paragraph.	✓ I can publish a descriptive paragraph.		
Week	Composition Focus: Friendly			
	Standard: Students apply knowledge of language conventions and sentence structure, when writing or speaking to create, discuss, and critique texts			
	Objectives	Students' Performance Indicators	SA	TA
5	Read and respond to friendly letters.	✓ I can read and respond to friendly letters.		
	Analyze how effectively writers include details that provide information.	✓ I can analyze how effectively writers include details that provide information.		
	Recognize that a friendly letter is written message to a friend or relative.	✓ I can Recognize that a friendly letter is written message to a friend or relative.		
	Recognize that friendly letter has heading, a greeting a body, a closing, and a signature.	✓ I can recognize that friendly letter has heading, a greeting a body, a closing, and a signature.		
	Brainstorm and select a topic for a friendly letter.	✓ I can brainstorm and select a topic for a friendly letter.		
6	Draft a friendly letter that includes a heading, a greeting, a body, a closing, and a signature.	✓ I can draft a friendly letter that includes a heading, a greeting, a body, a closing, and a signature.		
	Revise a friendly letter by checking that is organized correctly.	✓ I can revise a friendly letter by checking that is organized correctly.		
	Proofread a friendly letter for capitalization, punctuation, grammar, and spelling.	✓ I can proofread a friendly letter for capitalization, punctuation, grammar, and spelling.		
	Proofread a friendly letter for correct usage of commas in the heading, greetings, and closing.	✓ I can proofread a friendly letter for correct usage of commas in the heading, greetings, and closing.		
	Publish a friendly letter.	✓ I can publish a friendly letter.		

End of 4th Quarter