

Third Grade Skills: Scope and Sequence

Skill instruction comes from two sources: direct instruction by the classroom teacher on the new focus skill(s) each week, and the use of DLI daily tasks to provide guided practice for those skills. During 30 weeks, this combination will effectively introduce new skills, review and practice previously taught skills, and hold students accountable on skills for which mastery should be achieved.

Capitals

Introduce

- proper nouns: geographical locations, each word in the name of a company, building or park
- first word of a sentence in a direct quotation

Review and Practice

- titles of books + underlining
- in friendly letters (greeting: **Dear** Sean and closing: **Your friend,**)
- abbreviations
- names of places

Hold Accountable

- first word of every sentence
- the pronoun **I**
- proper nouns for names of *people, streets, cities, states, countries, days of the week, months, and holidays*

Commas

Introduce

- in geographical locations (**London, England**)
- after **Yes, No,** and other introductory words
- after sequence words (**First,** take out a pan.)
- to separate a direct address (**Mario,** we are ready to go.)
- in conversation to separate the quotation (**Jason said,** "I was nine in June.")

Review and Practice

- words in a series (I ate **eggs, bacon, and** pancakes.)
- between city and state
- between day and year
- after greeting and closing on a friendly letter

Apostrophes

Review and practice

- apostrophes in singular possessive nouns
- apostrophes in contractions

End Punctuation

Review and Practice

- recognizing the end of one sentence and the beginning of another
- question mark after a direct question
- exclamation mark after a sentence showing excitement/strong feeling
- period at the end of a statement
- period after abbreviations

Punctuate/Capitalize Dialogue Correctly

(3rd)

Introduce

- names of conversation elements: *the tag, the quotation, and quotation marks*
- easiest pattern of conversation: quotation at the end of the sentence
- quotation marks to surround the quotation
- end punctuation positioned inside quotation marks
- comma to separate the quotation from the tag
- capitalize the first word of a direct quotation

Spelling

Introduce

- determine when to use a singular possessive noun vs. a plural noun
- correct spelling of comparative and superlative adjectives

Review and Practice

- correct spelling of plurals
- contractions
- correct use / spelling of singular possessive nouns
- common homophones, homonyms

Hold Accountable

- correct spelling of high frequency words

Parts of Speech/Grammar

Introduce: *abstract nouns, pronouns, adjectives, comparative and superlative adjectives, linking/helping verbs, irregular verbs, subject/predicate, simple/compound subjects (one/two part subjects), subject/verb agreement, and verb tense agreement*

Review and Practice: *nouns, verbs, common vs. proper nouns, and past tense verbs*

Use of Modifiers

Introduce: *adjectives, comparative and superlative adjectives*

Use Correct Subject-Verb Agreement

Introduce

- with collective nouns (The children is / are in the lunch line)
- with compound subjects (Megan and Stephanie is / are in choir)

Recognize Parts of a Sentence

Introduce

- recognize the complete subject of a sentence
- recognize the complete predicate of a sentence
- distinguish between fragments and complete sentences

Sentence Combining

Introduce

- combine sentences by using a pronoun to take the place of a noun already presented to the reader

Other: Introduce

- write the numbers 1-9 using words, write the numbers 10+ using numerals
- write your own three-line postal address using appropriate abbreviations