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English Common Core 3Rd Grade

English Common Core 3rd Grade
State Standards

Words' jobs in sentences, nouns, verbs, pronouns, adjectives & adverbs, sentences, capitalization, punctuation & more!

WORDS' JOBS IN SENTENCES

Part of Speech	Job	Examples	What does the word do in the sentence?
noun	A noun names a person, place, or thing.	The teacher spoke. The students listened. The bell rang.	names the person who spoke names the people who listened names the thing that rang
pronoun	A pronoun takes the place of a noun. A pronoun can take the place of one or more nouns.	He spoke. They listened. It rang.	takes the place of the teacher takes the place of students takes the place of the bell
verb	A verb shows action.	The teacher spoke. The students listened. The bell rang.	shows the teacher's action shows the students' action shows the bell's action
adjective	An adjective describes, or tells about, a noun or a pronoun. An adjective gives more information. An adjective can tell what kind, how many, or which one. An adjective makes a sentence clearer and more interesting.	The kind teacher spoke. The six students listened. The loud bell rang.	describes the teacher describes the students describes the bell
adverb	An adverb describes, or tells about, a verb. An adverb can answer these questions: How does the action happen? Where does the action happen? When does the action happen?	The teacher spoke <i>quickly</i> . The bell rang <i>loudly</i> . All the students were <i>quietly</i> .	describes the verb spoke tells how the teacher spoke describes the verb rang tells when the bell rang describes the verb were tells when the students were

VERBS

What does a verb show?

- Most verbs show action. They show what people or things do.
EX: The cat jumps. The phone rings.
- Some verbs show something about our minds or our feelings.
EX: We think about it. I like math.
- The verb *be* is a special verb. It does not show action. It shows what a person, place, or thing is.
EX: He is my friend. The new store is nearby.

Figuring Out the Correct Verb to Show Who & When

Who?

- A verb must agree with its subject. This means it must match its subject.
- A singular subject must have a singular verb.
EX: *singular subject* singular verb
The child *listens*.
- A plural subject must have a plural verb.
EX: *plural subject* plural verb
The children *listen*.

When?

- A verb can show action in the present. This is action happening now.
- A verb can show action in the past. This is action that has already happened.
- A verb can show action in the future. This is action that will happen later.

Present Tense

Use these rules and clues to form the present tense of the verb for *she*, *he*, or *it*.

Rule	Examples
Most verbs in present tense follow this rule. Rule: Add the letter <i>s</i> . Some verbs end in <i>s</i> , <i>x</i> , <i>z</i> , <i>ch</i> , or <i>sh</i> . Rule: Add <i>-es</i> to form the plural.	<i>Verb</i> jump, hear, fix, watch, unlock <i>She/he/it</i> jumps, hears, fixes, watches, unlocks <i>Verb</i> dry, try, study, hurry <i>She/he/it</i> dries, tries, studies, hurries
Some verbs end in a consonant and <i>y</i> . Rule: Change the <i>y</i> to <i>i</i> . Then add <i>-es</i> .	<i>For she, he, and it, add -es</i> EX: <i>plant</i> → <i>plants</i> She plants flowers in the garden.
Do not add <i>s</i> for the singular verb <i>I</i> or the singular verb <i>you</i> . EX: <i>I plant</i> . You plant.	Do not add <i>s</i> for plural nouns. EX: We plant. You plant. They plant.

PAST TENSE

A verb can show what happened in the past.

- Add the suffix *-ed* to most singular and plural verbs to show action that happened in the past.
EX: *plant* → *planted*
The planted flowers yesterday.

You don't always just add the suffix *-ed* to show past tense. You might have to change the spelling of the verb first. Ask yourself these questions to figure out when to change the spelling.

- Does the verb end in the letter *e*? Then you usually drop the *e* before you add *-ed*.
EX: *write* → *wrote* → *written*
- Does the verb end in a consonant and *y*? Then drop the *y*. Add *-ied*.
EX: *happy* → *was* → *wasn't*
- Does the verb end in *ee* or *oo* and a consonant? Then you usually double the final letter before you add *-ed*.
EX: *go* → *go* → *went* → *went*
run → *run* → *ran* → *ran*
put → *put* → *put* → *put*
stop → *stop* → *stopped* → *stopped*
see → *see* → *saw* → *saw*
put → *put* → *put* → *put*

Future Tense

A verb can show action that will happen later, in the future. Use the helping verb *will* to form the future tense.
EX: I *will plant* flowers tomorrow.



Synopsis

Students, parents and teachers can easily find answers related to the specific requirements of The Common Core State Standards for English Language Arts. This set of expectations and skills need to be mastered to succeed in school, college and the real world. The QuickStudy® series aligns with those standards being implemented in most states to help guide students through their classes, and to support parents helping their students succeed. Each guide in the series focuses on critical areas of the curriculum and features real-world problems, examples, illustrations, and tables to help students retain information.

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Customer Reviews

Small writing!

What a great resource! This gives a quick, comprehensive, practical explanation of each Common Core Standard, with wonderful examples of how to teach them. I keep these at hand when I'm lesson planning. Great reference tool!

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