



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

3

180 Days of LANGUAGE

for Third Grade



The excited bird



Christine Dugan



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Standards

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INTRODUCTION AND RESEARCH

People who love the English language often lament the loss of grammar knowledge and the disappearance of systematic grammar instruction. We wince at emails with errors, such as when the noun *advice* is used instead of the verb *advise*. We may set aside a résumé with the incorrect placement of an apostrophe. And some of us pore (not pour) over entertaining punctuation guides such as *Eats, Shoots and Leaves* by Lynne Truss (2003). We chuckle over collections of bloopers such as *Anguished English: An Anthology of Accidental Assaults upon Our Language* by Richard Lederer (1987).

Even though we worry about grammar, our students arrive at school with a complex set of grammar rules in place—albeit affected by the prevailing dialect (Hillocks and Smith 2003, 727). For example, while students may not be able to recite the rule for where to position an adjective, they know intuitively to say *the yellow flower* instead of *the flower yellow*. All this knowledge comes without formal instruction. Further, young people easily shift between articulating or writing traditional patterns of grammar and communicating complete sentences with startling efficiency: IDK (I don't know), and for the ultimate in brevity, K (okay).

So, if students speak fairly well and have already mastered a complex written shorthand, why study grammar? Researchers provide us with three sound reasons:

1. the insights it offers into the way the language works
2. its usefulness in mastering standard forms of English
3. its usefulness in improving composition skills (Hillocks and Smith 1991, 594)

INTRODUCTION AND RESEARCH (cont.)

Studying grammar also provides users—teachers, students, and parents—with a common vocabulary to discuss both spoken and written language. The Assembly for the Teaching of English Grammar states, “Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children—we all *do* grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences—that is *knowing about* grammar.”

With the publication of the Common Core State Standards, key instructional skills are identified, such as identifying parts of speech, using prepositional phrases, capitalizing, and correctly using commas. Writing conventions such as punctuation serve an important function for the reader—setting off syntactic units and providing intonational cues and semantic information. Capitalization provides the reader with such cues as sentence beginnings and proper nouns (Hodges, 1991, 779).

The Need for Practice

To be successful in today’s classroom, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced in order for students to be successful. According to Marzano, “practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently” (2010, 83). Practice is especially important to help students apply their concrete, conceptual understanding of a particular language skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students’ comprehension and word-study skills. This is important so that teachers can adequately address students’ misconceptions, build on their current understanding, and challenge them appropriately. Assessment is a long-term process that often involves careful analysis of student responses from a lesson discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students’ responses, and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Language*, students receive practice with punctuation, identifying parts of speech, capitalization, and spelling. The daily practice will develop students' writing efforts and oral reading skills.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of language concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each language arts lesson, or as homework.

Every practice page provides questions that are tied to a language standard. Students are given opportunities for regular practice in language skills, allowing them to build confidence through these quick standards-based activities.

Question	Language Skill	Common Core State Standard
1–2	punctuation or capitalization	Language Anchor Standard 3.2 —Demonstrate command of standard English capitalization, punctuation, and spelling.
3–5	parts of speech	Language Anchor Standard 3.2 —Demonstrate command of standard English grammar and usage when writing or speaking .
6	spelling	Language Anchor Standard 3.2 —Demonstrate command of standard English capitalization, punctuation, and spelling .

Note: Because articles and possessive pronouns are also adjectives, they are included in the answer key as such. Depending on students' knowledge of this, grade activity sheets accordingly.



HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on page 5, every question is aligned to a language skill.

Practice pages provide instruction and assessment opportunities for each day of the school year.

Each question ties student practice to a specific language skill.

DAY 1

NAME: _____ DATE: _____

DIRECTIONS Read and answer each question.

1. Add quotation marks to the sentence.
The dog has not been fed yet, my mother told us.

2. Add a comma to the sentence.
Frank yelled "We are the state champions!"

3. Underline the verbs in sentence A below.

4. Circle the adverb in sentence A below.
A Nina walked home quickly to make it in time for her favorite show.

5. Circle the adjectives in the sentence.
The man walked around the beautiful park.

6. Circle the word that is spelled correctly.
cries
cryp
cries

SCORE

1. (Y/N) _____

2. (Y/N) _____

3. (Y/N) _____

4. (Y/N) _____

5. (Y/N) _____

6. (Y/N) _____

_____/6
Total

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Using the Scoring Guide

Use the scoring guide along the side of each practice page to check answers and see at a glance which skills may need more reinforcement.

Fill in the appropriate circle for each problem to indicate correct (Y) or incorrect (N) responses. You might wish to indicate only incorrect responses to focus on those skills. (For example, if students consistently miss items 2 and 4, they may need additional help with those concepts as outlined in the table on page 5.) Use the answer key at the back of the book to score the problems, or you may call out answers to have students self-score or peer-score their work.

HOW TO USE THIS BOOK (cont.)

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see at a glance which language skills students may need to target in order to develop proficiency.

After students complete a practice page, grade each page using the answer key (pages 192–206). Then, complete the *Practice Page Item Analysis* for the appropriate day (page 8) for the whole class, or the *Student Item Analysis* (page 9) for individual students. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and as Microsoft Excel® files (filenames: pageitem.pdf, pageitem.doc, pageitem.xls; studentitem.pdf, studentitem.doc, studentitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed, or you may need to add rows.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each student, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the space in the column blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDE, you will need to compute the totals. Count the *Xs* in each row and column and fill in the correct boxes.

To complete the Student Item Analyses:

- Write or type the student's name on the top row. This form tracks the ongoing progress of each student, so one copy per student is necessary.
- The item numbers are included across the top of the chart. Each item correlates with the matching question number from the practice page.
- For each day, record an *X* in the column if the student has the item incorrect. If the item is correct, leave the space in the column blank.
- If you are using the Excel file, totals will be automatically generated. If you are using the Word file or if you have printed the PDE, you will need to compute the totals. Count the *Xs* in each row and column and fill in the correct boxes.

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