

Welcome to the collection of grammar resources for 3rd grade. **Please read [this document](#) first.**

Curriculum Calendar for Grammar Across the Writing Process: 3rd Grade

Grade 3 MAISA Writing Units	Personal Narrative	Personal Narrative: Writing w/ Fluency	Personal Essay	Realistic Fiction	Nonfiction with Independence	Research with Independence
Generating/ Notebook		Friendly reminder: ~Capitalization ~Punctuation ~Correct spelling of high-frequency words- Grade 2	L3.2c Commas and quotation marks in dialogue L.3.1i Simple and compound sentences with L.3.1h Coordinating conjunctions	L.3.1h Subordinating conjunctions with L.3.1i Complex sentences L.3.1.b Regular and Irregular Plural Nouns	L.3.1a Functions of Parts of Speech L.3.2d Form and use possessives L.3.1.d Regular and irregular verbs	*L.3.1f Ensure subject-verb and pronoun-antecedent agreement L.3.1g Comparative and superlative adjectives and adverbs
Drafting	Friendly reminder: ~Capitalization ~Punctuation ~Correct spelling of high-frequency words- Grade 2	L3.2c Commas and quotation marks in dialogue L.3.1i Simple and compound sentences with L.3.1h Coordinating conjunctions	L.3.1h Subordinating conjunctions with L.3.1i Complex sentences L.3.1.b Regular and Irregular Plural Nouns	L.3.1a Functions of Parts of Speech L.3.2d Form and use possessives L.3.1d Regular and irregular verbs	*L.3.1f Ensure subject- verb and pronoun- antecedent agreement L.3.1g Comparative and superlative adjectives and adverbs	L.3.2a Capitalize appropriate words in titles L.3.2g Consult reference materials
Revision	L3.2c Commas and quotation marks in dialogue L.3.1i Simple and compound sentences with L.3.1h Coordinating conjunctions	L.3.1h Subordinating conjunctions with L.3.1i Complex sentences L.3.1.b Regular and Irregular Plural Nouns	L.3.1a Functions of Parts of Speech to be linked by 7-1-16 L.3.2d Form and use possessives L.3.1d Regular and irregular verbs	*L.3.1f Subject-verb and pronoun- antecedent agreement L.3.1g Comparative and superlative adjectives and adverbs	L.3.2a Capitalize appropriate words in titles L.3.2g Consult reference materials	

[Grammar Glossary for 3rd Grade](#) This is a reference document created by teachers for teachers. This glossary will support consistent teacher definitions and usage of the grammar concepts from the standards.

Note: The Michigan Language Standards acknowledge that several grammar skills introduced in elementary and middle school grades will need additional teaching in subsequent grades as students work with increasingly complex and sophisticated material. These standards are marked with an asterisk and are included in the Learning Progressions chart linked [here](#).

Complete Text of the Grammar Standards Included in the Calendar

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use regular and irregular nouns.
- d. Form and use regular and irregular verbs.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complete sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Standards not covered in the Curriculum Calendar for Grammar Across the Writing Process: 3rd Grade

DISCLAIMER- the calendar designed above addresses the Third Grade language standards that naturally fit into the writing process and/or the MAISA writing units. There are additional language standards that will need to be addressed through additional writing activities, word study, and/or reading instruction.

- **Example-**

- **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

Additional standards not addressed in bold, and standards not in bold print are encouraged to be a part of your word study or reading:

L.3.1.C Use abstract nouns e.g., childhood

L.3.1.E Form and use the simple e.g., I walked; I walk; I will walk) verb tenses

L.3.2.B Use commas in addresses.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ~ Word Study

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ~ Word Study

L.3.3.A Choose words and phrases for effect.* (Sometimes embedded in Reading and Writing Units)

L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase. ~ Reading

L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). ~ Word Study

L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). ~ Word Study

L.3.5.A Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)

L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).