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

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| **Grade 3 MAISA Writing Units** | **Personal Narrative** | **Personal Narrative: Writing with Fluency** | **Personal Essay** | **Realistic Fiction** | **Nonfiction with Independence** | **Research with Independence** |
| **Generating/Notebook*****G.R.R.******“By”******(Hold Accountable)*** | **\*\*Teach explicitly****L.3.1a****Explain function of nouns, pronouns, verbs, adjectives and adverbs****L.3.1b****Irregular plural nouns****L.3.1c****Abstract nouns****L.3.1e****Form and use simple verb tenses (ie., I walked; I walk; I will walk)** | **\*\*Teach explicitly****L.3.1a****Explain function of nouns, pronouns, verbs, adjectives and adverbs****L.3.1b****Irregular plural nouns****L.3.1c****Abstract nouns****L.3.1e****Form and use simple verb tenses (ie., I walked; I walk; I will walk)** | **L3.2.c** **Commas and quotation marks in dialogue****L.3:1.i** **Simple, and compound sentences L.3.1.h)****coordinating conjunctions** **L.3.5a****Literal/nonliteral words and phrases** | **L.3.1.H Subordinating conjunctions****L.3.1.I** **Complex sentences****Paragraphing****L.3.3a****Words and phrases for effect** | **L.3.2d****Form and use possessives****L.3.1g****Comparative and superlative adjectives and adverbs** | **L.3.1.f** **Ensure subject-verb and pronoun antecedent agreement****L.3.1.d** **Regular and irregular verbs****L.3.5c****Shades of meaning** |
| **Drafting*****G.R.R.******“With”*** |  | **L3.2.c** **Commas and quotation marks in dialogue****L.3:1.i** **Simple, and compound sentences L.3.1.h****coordinating conjunctions** **L.3.5a****Literal/nonliteral words and phrases** | **L.3.1.H Subordinating conjunctions****L.3.1.I** **Complex sentences****Paragraphing****L.3.3a****Words and phrases for effect** | **L.3.2d****Form and use possessives****L.3.1g****Comparative and superlative adjectives and adverbs**  | **L.3.1.f** **Ensure subject-verb and pronoun antecedent agreement****L.3.1.d** **Regular and irregular verbs****L.3.5c****Shades of meaning** | **L.3.2a****Capitalize words in titles** |
| **Revision*****G.R.R.******“To”*** | **L3.2.c** [**Commas and quotation marks in dialogue**](https://docs.google.com/document/d/1b_Niba2sDHBdwKU-1XX8HbA-4wLguhmLEoXpFW6hgt0/edit)**L.3.1.i L.3.1.i****[Simple, and compound sentences L.3.1.h)](https://docs.google.com/document/d/1f0kZPjPaagnaqxOWN-an-PMYNX7Ob4-q9hzWmTRe3Vo/edit)****[coordinating conjunctions](https://docs.google.com/document/d/1f0kZPjPaagnaqxOWN-an-PMYNX7Ob4-q9hzWmTRe3Vo/edit)** **L.3.5a****Literal/nonliteral words and phrases** | **[L.3.1.H Subordinating conjunctions](https://docs.google.com/document/d/1fOp46nBTvgfWXoO73v8JuZNp49ZauMsfG6E-Rq5KqBw/edit)****[L.3.1.I](https://docs.google.com/document/d/1fOp46nBTvgfWXoO73v8JuZNp49ZauMsfG6E-Rq5KqBw/edit)** **[Complex sentences](https://docs.google.com/document/d/1fOp46nBTvgfWXoO73v8JuZNp49ZauMsfG6E-Rq5KqBw/edit)****[Paragraphing](https://docs.google.com/document/d/1fOp46nBTvgfWXoO73v8JuZNp49ZauMsfG6E-Rq5KqBw/edit)****L.3.3a****Words and phrases for effect** | **L.3.2d**[**Form and use possessives**](https://docs.google.com/document/d/1qoxjWHAfYZfhjr1HalWpOq9JHPFnFLp6AXGRSaqR0o4/edit)**L.3.1g**[**Comparative and superlative adjectives and adverbs**](https://docs.google.com/document/d/1zVQqhRBpN0MAoPZbMvnsY4-iaHcieqW3lANaTQMgUxI/edit) | **L.3.1.f** [**Ensure subject-verb and pronoun antecedent agreement**](https://docs.google.com/document/d/1RzrTfYCMY8Qe6cEXtzrXhAvMT6-IGjoMcPN61udbuDE/edit)**L.3.1.d** [**Regular and irregular verbs**](https://docs.google.com/document/d/1BtO_AI-X_oiU4SpWGc2flz8DlLPpQDISe8u6O_KteKM/edit)**3.5.b****Identify real life connections****L.3.5c****Shades of meaning** | **L.3.2a**[**Capitalize words in titles**](https://docs.google.com/document/d/1ewAsMxd8TclBmbJVXEuvWWzaLdtfIPVdc1cBjPlkFwk/edit) | **L.3.2b****Commas in an address** |
| **Editing skills to be taught explicitly and used within each unit:** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** | **L.3.2.g****Reference materials and dictionary for spelling****L.3.3.b****Conventions****L.3.2e****Capitalize appropriate words in titles****L.3.2.f****Spelling** |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *Each new Language (grammar) CCSS is introduced in the “Revision” section (row), and then moves up to the “Drafting” section (row) in the next unit/column, and finally the “Generating/Notebook” section (row) of the subsequent unit/column. Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *This works much like the Gradual Release of Responsibility. This means that as student/teachers move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Therefore, each Language CCSS is introduced only in the “Revision” section, with not one being repeated across that row; this is the teaching “TO” row*
* *The next row, “Drafting”, is the “WITH” row; when the CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as quick mid-workshop teaching points*
* *By the third exposure to a Language CCSS, students are in the “BY” row; this is a good time to post these CCSS as things that we expect students to be able to do independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting.*

**\*\*3.1 a, b, c, e**- These CCSS can be explicitly taught first thing, as all other 3.1 standards are built upon them. A suggested unit to pair them with is listed in red print on the “Curriculum Calendar” on the previous page

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* **3.4 a, d**- These standards can be more easily integrated into the reading workshop
	+ **3.4.a Use sentence level context as a clue to the meaning of a word or phrase.**
	+ **3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of**

 **key words and phrases.**

* **3.4 b, c-** These standards can be more easily integrated into the word study portion of workshop
	+ **3.4.b Determine the meaning of the new word formed when a known affix is added to a known word** *(eg:,*

 *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)*

* **3.6**- Integrated within reading workshop, word study, phonics, writing workshop…
	+ **3**.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and

phrases

Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committee