Curriculum Area: Writing	**Course Length:** Full Year
Grade: 3	**Date Last Approved:** April 13, 2016; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:
Third graders will use the writing process to create a variety of important writing pieces including personal and creative narratives, expository writing, functional writing, opinion pieces, and poetry. Students will learn how writers write for different purposes and audiences. Students will be encouraged to add detail, voice, and appropriate word choice to their writing, while also paying close attention to the mechanics and conventions of writing. Finally, students will have the opportunity to share writing through oral presentations and written projects.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):
1. Writing expands understanding of the world, people and oneself.
2. Effective writers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.
8. Writing across content areas strengthens the knowledge base of each area.

Essential Question(s):
1. How do writing formats influence understanding of a variety of writing genres?
2. How does what is written impact or influence readers and writers?
3. How do rules of language affect communication?
4. How does a writer choose a particular form of writing?
5. What ways can a writer's message be impacted by punctuation and grammatical correctness or incorrectness?
6. How does understanding audience influence the way a message is communicated orally?

Learning Targets:
3. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading   S=Speaking
W=Writing   L=Listening

Stage 2: Learning Plan

I. Personal Narrative

  A. Definition: A written story including actual events
  B. How to write effectively:
      a. teacher modeling
      b. classroom discussions
      c. mentor texts
      d. partner talk
  C. What tools can help us write:
      a. graphic organizers
      b. notes
      d. writing samples
      e. peer edits
  D. Student application and reflection

Standards:
CCSS: W3.3, W3.3.A, W3.4, W3.5, W3.8, W3.10
CCRA: W.3, W.4, W.5, W.10

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● Quick writes along the way
Formative	knowledge product	● Conferring with students throughout the writing process as well as checking first drafts and any pre-writing graphic organizers.
Summative	Product	● Focus: Write a factual small moment from personal experience using enough detail to create a picture in the audience's mind.

II. Creative Narrative

  A. Definition: A written story including actual events
  B. How to write effectively:
      a. teacher modeling
      b. classroom discussions
      c. mentor texts
      d. partner talk
  C. What tools can help us write:
      a. graphic organizers
      b. notes
      c. writing samples
      d. peer edits
  D. Student application and reflection

Standards:
CCSS:W3.3, W3.3.A, W3.3.B, W3.3, W3.4, W3.5, W3.10
CCRA: W.3, W.4, W.5, W.10, SL.1, SL.6

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. 5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail

Practice	knowledge	• Quick writes along the way	
Formative	knowledge product	• Conferring with students throughout the writing process as well as checking first drafts and any pre-writing graphic organizers.	
Summative	Product	• Focus: Write an adaptation of a classic fairy tale with changes that affect the story from beginning to end while keeping the plot similar to the original. Introduction to using dialogue.	

III. Expository Nonfiction

A. Definition: Writing used to explain or describe something that is factual
B. How to write effectively:
    a. teacher modeling
    b. classroom discussions
    c. mentor texts
    d. partner talk
C. What tools can help us write:
    a. graphic organizers
    b. notes
    c. outlines
    d. writing samples
    e. peer edits
D. Student application and reflection

Standards:
CCSS:W3.1.D, W3.2.A, W3.2.B, W3.2.D, W3.4, W3.5, W3.7, W3.8, W3.10
CCRA: W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10, L.6

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
• Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	• Using an author's idea to create original wording
Formative	knowledge product	• Conferring with students throughout the writing process as well as checking notes, outlines and first drafts. Checking progress of using original wording based on research.
Summative	Product	• Focus: Using notes to create an outline which is turned into a multi-paragraph essay using original wording.

IV. Functional Writing

A. Definition: Writing that requires explanation

Standards:
CCSS:W3.4, W3.5, W3.7, W3.10
CCRA: W.4, W.5, W. 6, W.10, L.6

or direction
- B. How to write effectively:
  - a. teacher modeling
  - b. classroom discussions
  - c. mentor texts
  - d. partner talk
- C. What tools can help us write:
  - a. graphic organizers
  - b. notes
  - c. writing samples
  - d. peer edits
- D. Student application and reflection

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● Quick writes along the way
Formative	knowledge product	● Conferring with students throughout the writing process as well as checking first drafts and any pre-writing graphic organizers.
Summative	Product	● Focus: Write a friendly letter using correct format, voice, and an appropriate amount of detail.

V.Opinion Writing

- A. Definition: Writing that establishes a supported position on a topic
- B. How to write effectively:
  - a. teacher modeling
  - b. classroom discussions
  - c. mentor texts
  - d. partner talk
- C. What tools can help us write:
  - a. graphic organizers
  - b. notes
  - c. writing samples
  - d. peer edits
- D. Student application and reflection

Standards:
CCSS: W.3.1, W3.1.A, W.3.1.B W.3.1.D, W.3.4, W.3.5, W3.7, W3.8, W3.10
CCRA: W.1 W.4, W.5, W.7, W.10, L.6, SL.1, SL.6

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● Quick writes along the way, oral debates
Formative	knowledge	● Conferring with students throughout

		product	the writing process as well as checking first drafts and any pre-writing graphic organizers.
	Summative	Product	● Focus: Taking a stance on a particular topic that has been researched and using evidence from that research as support in the two-paragraph essay.

VI.Poetry

A. Definition: Writing that uses aesthetic and rhythmic qualities of language
B. How to write effectively:
   a. teacher modeling
   b. classroom discussions
   c. mentor texts
   d. partner talk
C. What tools can help us write:
   a. graphic organizers
   b. notes
   c. writing samples
   d. peer edits
D. Student application and reflection

Standards:
CCSS: W3.4, W3.5, W.3.10
CCRA: W.4, W.5, W.10, L.5, SL.6

Learning Targets Addressed:
3. Students can create written work for a variety of tasks, purposes, and audiences.
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.
5. Students can organize and communicate ideas to others.

Key Unit Resources
● Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● Quick writes along the way
Formative	knowledge product	● Conferring with students throughout the writing process as well as checking first drafts and any pre-writing graphic organizers.
Summative	Product	● Focus: Learn several different styles of poetry as well as poetic elements found in poetry to create original pieces that demonstrate knowledge of poetry.

VII. Grammar

A. Definition: The study of English language structures
B. How to use Grammar effectively
   a. teacher modeling
   b. classroom discussions
   c. mentor texts
   d. daily practice

Standards:
CCSS: L.3.1A, L.3.1B, L.3.1D, L.3.1E, L.3.1F, L.3.1G, L.3.1I, L.3.2A, L.3.2B, L.3.2C, L.3.2D, L.3.2E, L.3.2F, L.3.2G, L.3.3A
CCRA: L.1, L.2, L.3
Learning Targets Addressed:
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language.

C. What tools can help us write:
   a. daily lesson materials
   b. Quick Word dictionary
   c. practice (provided by teacher)
   d. writing samples
   e. peer edits
D. Student application and reflection

Key Unit Resources

- Being a Writer implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● Teacher modeling, discussion and some partner work
Formative	knowledge product	● First drafts and other original pieces of writing
Summative	Product	● Focus: Students should recognize how proper grammar sounds in writing and how to fix errors in grammar, spelling, punctuation and capitalization.