# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK

**COURSE/SUBJECT**  **Third Grade Writing**

| UNIT PACING<br>Names of units and approximate pacing | LEARNING TARGETS<br>Students will be able to... | STANDARD<br>Which Common Core standards does this address? | ASSESSMENTS<br>Which assessments are given to determine student growth? |
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| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Unit 1: Launching the Writing Workshop<br><br>*September* | • I can choose a meaningful event.<br>• I can introduce a narrator or character to my reader.<br>• I can organize the events in my story logically.<br>• I can use dialogue to develop my characters response to what happened.<br>• I can use actions, thoughts, and feelings to develop my characters response to what happened.<br>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).<br>• I can write an ending that wraps up my story.<br>• I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader. | W.3.3 a-d<br>W.3.4 | Pre-Assess Narrative Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |
| MAISA Writing Units<br><br>Persuasive Essay<br><br>*October* | • I can introduce the topic or text.<br>• I can state an opinion about my topic.<br>• I can organize my opinion by grouping common ideas together.<br>• I can provide reasons to support my opinion.<br>• I can use transitions to connect my opinion and reasons together (e.g., *because, therefore, since, for example*).<br>• I can write a conclusion.<br>• I can, with adult help, develop and organize my writing in a way that persuades (opinion) my reader.<br>• I can write one piece over an extended period of time using the writing process.<br>• I can write one piece in a short period of time. | W.3.1 a-d<br>W.3.4<br>W.3.10 | Pre-Assess Opinion Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |

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| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Personal Expertise<br><br>*November* | • I can write opinion pieces on topics or texts, supporting a point of view with reasons.<br>• I can introduce my topic or text I am writing about, state my option, and create an organizational structure that lists reasons.<br>• I can provide reasons that support my opinion.<br>• I can use linking words and phrases to connect my opinion and reasons.<br>• I provide a concluding statement or section.<br>• With guidance and support from adults, I can produce a personal expertise piece that matches my purpose and is organized in a way that makes sense.<br>• With guidance and support from adults and peers, I can make my writing better by planning, revising, and editing.<br>• With guidance and support from adults, I can use technology to publish my writing.<br>• I can write often and for different lengths of time.<br>• I can write for different purposes and audiences.<br>• I can be engaged and participate in group discussions. | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.1d<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.10<br>SL.3.1 | Pre-Assess Informational Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |
| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Raising the Quality of Narrative Writing<br><br>*December/January* | • I can choose a meaningful event.<br>• I can introduce a narrator or character to my reader.<br>• I can organize the events in my story logically.<br>• I can use dialogue to develop my characters response to what happened.<br>• I can use actions, thoughts, and feelings to develop my characters response to what happened.<br>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).<br>• I can write an ending that wraps up my story.<br>• I can, with adult help, develop and organize my writing in a way that entertains my reader.<br>• I can write one piece over an extended period of time using the writing process.<br>• I can write one piece in a short period of time. | W.3.3 a-d<br>W.3.4<br>W.3.10 | Conferring<br><br>Frequent formative assessments based on learning targets |
| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Unit 3: Realistic Fiction<br><br>*January/February* | • I can choose a meaningful event.<br>• I can introduce a narrator or character to my reader.<br>• I can organize the events in my story logically.<br>• I can use dialogue to develop my characters response to what happened.<br>• I can use actions, thoughts, and feelings to develop my characters response to what happened.<br>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).<br>• I can write an ending that wraps up my story.<br>• I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader.<br>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.<br>• I can write one piece over an extended period of time using the writing process.<br>• I can write one piece in a short period of time. | W.3.3 a-d<br>W.3.4<br>W.3.5<br>W.3.10 | Post-Assess Narrative Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |

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| MAISA Writing Units<br><br>Writing Literary Essay<br><br>*February* | • I can write opinion pieces on topics or texts, supporting a point of view with reasons.<br>• I can introduce my topic or text I am writing about, state my option, and create an organizational structure that lists reasons.<br>• I can provide reasons that support my opinion.<br>• I can use linking words and phrases to connect my opinion and reasons.<br>• I provide a concluding statement or section.<br>• With guidance and support from adults, I can produce a personal expertise piece that matches my purpose and is organized in a way that makes sense.<br>• With guidance and support from adults and peers, I can make my writing better by planning, revising, and editing.<br>• With guidance and support from adults, I can use technology to publish my writing.<br>• I can write often and for different lengths of time.<br>• I can write for different purposes and audiences.<br>• I can be engaged and participate in group discussions. | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.1d<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.10<br>SL.3.1 | Post-Assess Opinion Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |
| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas<br><br>*March/April* | • I can introduce a topic.<br>• I can organize my information by grouping common ideas together.<br>• I can include illustrations to help my reader understand my writing.<br>• I can develop my topic by using facts, definitions, and details.<br>• I can use transitions to connect my information and paragraphs (e.g., *also, another, and, more, but*).<br>• I can write a conclusion.<br>• I can, with adult help, develop and organize my writing in a way that teaches, my reader.<br>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.<br>• I can research to build knowledge about my topic.<br>• I can remember information from experiences.<br>• I can find information and take notes from a variety of sources.<br>• I can organize the information by grouping common ideas together (headings).<br>• I can list where I found the information.<br>• I can write one piece over an extended period of time using the writing process. | W.3.2 a-d<br>W.3.4<br>W.3.5<br>W.3.7<br>W.3.8<br>W.3.10 | Post-Assess Informational Writing<br>Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website<br><br>Conferring<br><br>Frequent formative assessments based on learning targets |

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| A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues<br><br>Unit 6 (integrated with reading): Poetry<br><br>*May/June* | • I can read, understand, and write poetry at the 3rd grade text level.<br>• I can, with adult help, develop and organize my writing in a way that entertains my reader.<br>• I can write one piece over an extended period of time using the writing process.<br>• I can write one piece in a short period of time. | RL.3.10<br>W.3.4<br>W.3.10 | Conferring<br><br>Frequent formative assessments based on learning targets |