

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Third Grade Writing**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>LEARNING TARGETS</b> Students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues  Unit 1: Launching the Writing Workshop  <i>September</i>	<ul style="list-style-type: none"> <li>• I can choose a meaningful event.</li> <li>• I can introduce a narrator or character to my reader.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop my characters response to what happened.</li> <li>• I can use actions, thoughts, and feelings to develop my characters response to what happened.</li> <li>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> <li>• I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader.</li> </ul>	W.3.3 a-d W.3.4	Pre-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website  Conferring  Frequent formative assessments based on learning targets
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues  Unit 2: Raising the Quality of Narrative Writing  <i>October</i>	<ul style="list-style-type: none"> <li>• I can choose a meaningful event.</li> <li>• I can introduce a narrator or character to my reader.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop my characters response to what happened.</li> <li>• I can use actions, thoughts, and feelings to develop my characters response to what happened.</li> <li>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> <li>• I can, with adult help, develop and organize my writing in a way that entertains my reader.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	W.3.3 a-d W.3.4 W.3.10	Conferring  Frequent formative assessments based on learning targets

<p>MAISA Writing Units</p> <p>Personal Essay</p> <p><i>November</i></p>	<ul style="list-style-type: none"> <li>• I can introduce the topic or text.</li> <li>• I can state an opinion about my topic.</li> <li>• I can organize my opinion by grouping common ideas together.</li> <li>• I can provide reasons to support my opinion.</li> <li>• I can use transitions to connect my opinion and reasons together (e.g., <i>because, therefore, since, for example</i>).</li> <li>• I can write a conclusion.</li> <li>• I can, with adult help, develop and organize my writing in a way that persuades (opinion) my reader.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.3.1 a-d W.3.4 W.3.10</p>	<p>Pre-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 6 (integrated with reading): Poetry</p> <p><i>December</i></p>	<ul style="list-style-type: none"> <li>• I can read, understand, and write poetry at the 3rd grade text level.</li> <li>• I can, with adult help, develop and organize my writing in a way that entertains my reader.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>RL.3.10 W.3.4 W.3.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 4: Informational Writing</p> <p><i>January</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic.</li> <li>• I can organize my information by grouping common ideas together.</li> <li>• I can include illustrations to help my reader understand my writing.</li> <li>• I can develop my topic by using facts, definitions, and details.</li> <li>• I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>).</li> <li>• I can write a conclusion.</li> <li>• I can, with adult help, develop and organize my writing in a way that teaches (informational), my reader.</li> <li>• I can research to build knowledge about my topic.</li> <li>• I can remember information from experiences.</li> <li>• I can find information and take notes from a variety of sources.</li> <li>• I can organize the information by grouping common ideas together (headings).</li> <li>• I can list where I found the information.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.3.2 a-d W.3.4 W.3.7 W.3.8 W.3.10</p>	<p>Pre-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 3: Realistic Fiction</p> <p><i>February</i></p>	<ul style="list-style-type: none"> <li>• I can choose a meaningful event.</li> <li>• I can introduce a narrator or character to my reader.</li> <li>• I can organize the events in my story logically.</li> <li>• I can use dialogue to develop my characters response to what happened.</li> <li>• I can use actions, thoughts, and feelings to develop my characters response to what happened.</li> <li>• I can use time words and phrases to show event order (e.g., sunrise, noon, evening).</li> <li>• I can write an ending that wraps up my story.</li> <li>• I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.3.3 a-d W.3.4 W.3.5 W.3.10</p>	<p>Post-Assess Narrative Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas</p> <p><i>March</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic.</li> <li>• I can organize my information by grouping common ideas together.</li> <li>• I can include illustrations to help my reader understand my writing.</li> <li>• I can develop my topic by using facts, definitions, and details.</li> <li>• I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>).</li> <li>• I can write a conclusion.</li> <li>• I can, with adult help, develop and organize my writing in a way that teaches, my reader.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can research to build knowledge about my topic.</li> <li>• I can remember information from experiences.</li> <li>• I can find information and take notes from a variety of sources.</li> <li>• I can organize the information by grouping common ideas together (headings).</li> <li>• I can list where I found the information.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> </ul>	<p>W.3.2 a-d W.3.4 W.3.5 W.3.7 W.3.8 W.3.10</p>	<p>Post-Assess Informational Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>MAISA Writing Units</p> <p>Personal Essay: Content Specific</p> <p><i>April</i></p>	<ul style="list-style-type: none"> <li>• I can introduce the topic or text.</li> <li>• I can state an opinion about my topic.</li> <li>• I can organize my opinion by grouping common ideas together.</li> <li>• I can provide reasons to support my opinion.</li> <li>• I can use transitions to connect my opinion and reasons together (e.g., <i>because, therefore, since, for example</i>).</li> <li>• I can write a conclusion.</li> <li>• I can, with adult help, develop and organize my writing in a way that persuades my reader.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> <li>• I can write one piece over an extended period of time using the writing process.</li> <li>• I can write one piece in a short period of time.</li> </ul>	<p>W.3.1 a-d W.3.4 W.3.5 W.3.10</p>	<p>Post-Assess Opinion Writing Prompt Adapted and Summarized from Teacher's College of Reading and Writing Project Documents and Website</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 7 Reading Unit (integrated with reading): Test Preparation</p> <p><i>May</i></p>	<ul style="list-style-type: none"> <li>• I can write a narrative piece of writing.</li> <li>• I can write an opinion piece of writing.</li> <li>• I can write a informational piece of writing.</li> </ul>	<p>W.3.1 a-d W.3.2 a-d W.3.3 a-d</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 7: Genre Studies</p> <p><i>June</i></p>	<ul style="list-style-type: none"> <li>• I can introduce a topic.</li> <li>• I can organize my information by grouping common ideas together.</li> <li>• I can include illustrations to help my reader understand my writing.</li> <li>• I can develop my topic by using facts, definitions, and details.</li> <li>• I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>).</li> <li>• I can write a conclusion.</li> <li>• I can, with adult help, develop and organize my writing in a way that teaches (informational), entertains (narrative), or persuades (opinion) my reader.</li> <li>• I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults.</li> </ul>	<p>W.3.1 a-d W.3.4 W.3.5</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>