

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Third Grade Writing

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS 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"> • I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader. 	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"> • I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains my reader. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	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"> • I can introduce the topic or text. • I can state an opinion about my topic. • I can organize my opinion by grouping common ideas together. • I can provide reasons to support my opinion. • I can use transitions to connect my opinion and reasons together (e.g., <i>because, therefore, since, for example</i>). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that persuades (opinion) my reader. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can read, understand, and write poetry at the 3rd grade text level. • I can, with adult help, develop and organize my writing in a way that entertains my reader. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic. • I can organize my information by grouping common ideas together. • I can include illustrations to help my reader understand my writing. • I can develop my topic by using facts, definitions, and details. • I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that teaches (informational), my reader. • I can research to build knowledge about my topic. • I can remember information from experiences. • I can find information and take notes from a variety of sources. • I can organize the information by grouping common ideas together (headings). • I can list where I found the information. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can choose a meaningful event. • I can introduce a narrator or character to my reader. • I can organize the events in my story logically. • I can use dialogue to develop my characters response to what happened. • I can use actions, thoughts, and feelings to develop my characters response to what happened. • I can use time words and phrases to show event order (e.g., sunrise, noon, evening). • I can write an ending that wraps up my story. • I can, with adult help, develop and organize my writing in a way that entertains (narrative) my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can introduce a topic. • I can organize my information by grouping common ideas together. • I can include illustrations to help my reader understand my writing. • I can develop my topic by using facts, definitions, and details. • I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that teaches, my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can research to build knowledge about my topic. • I can remember information from experiences. • I can find information and take notes from a variety of sources. • I can organize the information by grouping common ideas together (headings). • I can list where I found the information. • I can write one piece over an extended period of time using the writing process. 	<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"> • I can introduce the topic or text. • I can state an opinion about my topic. • I can organize my opinion by grouping common ideas together. • I can provide reasons to support my opinion. • I can use transitions to connect my opinion and reasons together (e.g., <i>because, therefore, since, for example</i>). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that persuades my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. • I can write one piece over an extended period of time using the writing process. • I can write one piece in a short period of time. 	<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"> • I can write a narrative piece of writing. • I can write an opinion piece of writing. • I can write a informational piece of writing. 	<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"> • I can introduce a topic. • I can organize my information by grouping common ideas together. • I can include illustrations to help my reader understand my writing. • I can develop my topic by using facts, definitions, and details. • I can use transitions to connect my information and paragraphs (e.g., <i>also, another, and, more, but</i>). • I can write a conclusion. • I can, with adult help, develop and organize my writing in a way that teaches (informational), entertains (narrative), or persuades (opinion) my reader. • I can plan, revise and edit to develop and strengthen my writing, with help from classmates and adults. 	<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>