



# OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

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**Grade Level(s): 3**

**Content Area and/or Course Title: Writing**

| Unit Title                      | Time/Term | Focus Standards and Unit Outcomes  |
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| Launching the Writing Workshop  | 3 weeks   | <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.3.5. - Students demonstrate understanding of word relationships and nuances in word meanings.</p> |
| Essays<br>Honing in on Thoughts | 4 weeks   | <p>W.3.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p>   |

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|                        |         | <p>W.3.8. - Students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6. - Students speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.5a. - Students distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5c. - Students distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6. - Students acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> |
| Building on Narratives | 5 weeks | <p>W.3.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.8. - Students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>  |

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|                         |         | L.3.3. - Students use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| Nonfiction Cause/Effect | 4 weeks | <p>W.3.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.8. - Students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>L.3.1i. - Students produce simple, compound, and complex sentences</p> <p>L.3.2a. - Students capitalize appropriate words in titles.</p> <p>L.3.6. - Students acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>   |
| Opinion Writing         | 3 weeks | <p>W.3.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.7. - Students conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. - Students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6. - Students speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.5b. - Students identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5c. - Students distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6. - Students acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> |

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| <p>More Nonfiction Problem/Solution</p> | <p>4 weeks</p> | <p>W.3.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.6. - With guidance and support from adults, students use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.7. - Students conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. - Students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.3.6. - Students acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> |
| <p>Narrative Revisited</p>              | <p>8 weeks</p> | <p>W.3.3. - Students write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>W.3.4. - With guidance and support from adults, students produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. - With guidance and support from peers and adults, students develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. - With guidance and support from adults, students use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>L.3.3. - Students use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.5c. - Students distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6. - Students acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>   |

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|         |         | <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>  |
| Wrap Up | 2 weeks | <p>W.3.1. - Students write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2. - Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.10. - Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.3.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4. - Students report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |