

# Camp Hill School District Planned Course Document Cover Page

Subject: Writing and Language \_\_\_\_\_ Grade Level(s): 3 \_\_\_\_\_  
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*“The Camp Hill School Community strives to prepare every student with the skills and knowledge necessary to thrive in a global society.”*





## CAMP HILL SCHOOL DISTRICT

### Writing Standards

#### Big Ideas:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. 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 tasks, purposes, and audiences.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
<b>1. How do we persuade our audience to understand our point of view?</b>	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an	Persuade, point of view, opinion, reasons, rigorous vocabulary, details, introduction, conclusion, transition words	<b>1. <u>Demonstration</u></b> – model format and expectations <b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create	1. Grade level specific persuasive writing pieces Comprehension questions Reading response activities and FCAs	1. Collins FCAs Graphic organizers Checklists SAS Website Use media themes to dissect ads for persuasive content	Ongoing

	<p>organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>		<p>group graphic organizers and writing samples</p> <p><b><u>Guided Practice</u></b> – teacher conferencing</p> <p><b><u>Independent Practice</u></b> – independent writing</p>		<p>Reading response activities</p> <p>A model piece</p>	
<p><b>2. How do we clearly inform or explain a chosen topic or idea to our audience?</b></p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>Facts vs opinions, details, definitions, transition words, introduction, conclusion, related information,</p>	<p><b>2. <u>Demonstration</u></b> – model format and expectations</p> <p><b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><b><u>Guided Practice</u></b> – teacher conferencing</p> <p><b><u>Independent Practice</u></b> – independent writing</p>	<p>2. Grade level specific informative writing pieces</p> <p>Comprehension questions</p> <p>Reading response activities</p>	<p>2. Collings FCAs</p> <p>Graphic organizers</p> <p>Checklists</p> <p>A model piece</p> <p>Shared read aloud, National Geographic Explorer</p> <p>SAS Website</p> <p>Reading response activities</p>	<p>Ongoing</p>
<p><b>3. How do we write a story with a clear beginning, middle, and end? How do we</b></p>	<p>3. Write narratives to develop real or imagined experiences or events using elective technique, descriptive</p>	<p>Character development.</p> <p>Setting, plot, problem/solution, beginning, middle,</p>	<p><b>3. <u>Demonstration</u></b> – model format and expectations</p> <p><b><u>Shared Demonstration</u></b> – group</p>	<p>3. Grade level specific Narrative writing pieces</p> <p>Comprehension questions</p>	<p>3. Collins FCA</p> <p>Graphic organizers</p> <p>Checklists</p> <p>A model piece</p> <p>SAS Website</p>	<p>Ongoing: specific lessons in MP 4</p>

<p><b>develop character and plot to tell a story?</b></p>	<p>details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure.</p>	<p>end, narrator, sequence, transition words, indent, character response, introduction, conclusion</p>	<p>evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples  <u><b>Guided Practice</b></u> –teacher conferencing  <u><b>Independent Practice</b></u> – independent writing</p>	<p>Reading response activities and Collins FCAs</p>	<p>Reading response activities</p>	
<p><b>4. How do we develop and organize our ideas to match the purpose of a writing topic?</b></p>	<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Topic, prompt, introduction, sequence, organization, topic sentence, transition words, text evidence, conclusion</p>	<p><b>4. Demonstration</b> – model format and expectations  <u><b>Shared Demonstration</b></u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples  <u><b>Guided Practice</b></u> – teacher conferencing  <u><b>Independent Practice</b></u> – independent writing</p>	<p>4. Grade level specific writing pieces/Quick Writes</p>	<p>4. Collins FCAs  Graphic organizers  Checklists  A model piece  SAS Website  Reading response activities</p>	<p>Ongoing</p>
<p><b>5. How do we use peers and adults to strengthen our writing through planning, revising, and editing?</b></p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed</p>	<p>Collins FCAs, conference, highlight, critique, suggestions, respectful,</p>	<p><b>5. Demonstration</b> – model format and expectations  <u><b>Shared Demonstration</b></u> – group</p>	<p>5. Grade level Type 3 specific writing pieces based on Collins FCAs</p>	<p>5. Collins FCAs  Collins Quick Writes  Google Docs  Graphic organizers</p>	<p>Ongoing</p>

	by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)		evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <b><u>Guided Practice</u></b> – peer and teacher conferencing <b><u>Independent Practice</u></b> – independent writing		Checklists A model piece SAS Website	
<b>6. How do we publish and share our writing?</b>	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Indent, font, margins, size, title, author, proofread, spell check, capitalization, spacing,	<b>6. <u>Demonstration</u></b> – model format and expectations <b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <b><u>Guided Practice</u></b> – peer and teacher conferencing <b><u>Independent Practice</u></b> – independent writing	6. Grade level Type 3 specific writing pieces based Collins FCAs	6. Collins FCAs Google Docs Graphic organizers Checklists A model piece SAS Website	Ongoing
<b>7. How can we find and present information on a given topic?</b>	7. Conduct short research projects that build knowledge about a topic.	Research, reliable websites, plagiarism, notes, citation, paragraph, organization, topic sentence, details, conclusion	<b>7. <u>Demonstration</u></b> – model format and expectations <b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <b><u>Guided Practice</u></b> – peer and teacher conferencing	7. Grade level specific research projects and Writing pieces – both short and long term	Internet/Chrome Books I Pads Books Green Screen/i pad teleprompter Graphic Organizers (i.e. 4 square and note cards) SAS Website	Ongoing

			<b><u>Independent Practice</u></b> – independent writing			
<b>8. How can we organize information from multiple sources into our own words?</b>	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Research, reliable websites, plagiarism, notes, citation, paragraph, organization, topic sentence, details, conclusion	<b>8. <u>Demonstration</u></b> – model format and expectations <b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <b><u>Guided Practice</u></b> – peer and teacher conferencing <b><u>Independent Practice</u></b> – independent writing	8. Grade level specific research projects and Writing pieces – both short and long term Collins Quick Writes	8. Graphic organizers (i.e. note cards, webs, 4 square, etc.) SAS Website	Ongoing
<b>9. (Begins in grade 4).</b>						
<b>10. What choices can we make to match the purpose or audience in a given writing assignment?</b>	10. 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.	Audience, time frame, sitting, Collins Type 1,2,3, Prompt	<b>10. <u>Demonstration</u></b> – model format and expectations <b><u>Shared Demonstration</u></b> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <b><u>Guided Practice</u></b> – peer and teacher conferencing <b><u>Independent Practice</u></b> – independent writing	10. Grade level specific writing pieces/Quick Writes	10. Collins Writing FCAs SAS Website Math Journals Reading Response Cold Write prompts Reading response activities Released PSSA prompts Comprehension work Math explanations Writing Workshop	



## CAMP HILL SCHOOL DISTRICT

### Language Standards

#### Big Ideas:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<b>Essential Vocabulary</b>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<b>Suggested Timeframe</b> (If applicable)
<b>1. How do we use grammar correctly when writing or speaking?</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns,	Parts of speech vocabulary, tense, agreement, plurals, possessives, <b>Sentences:</b> simple, compound, complex, coordinating	<b>1. <u>Demonstration</u></b> – model skills and expectations <b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations	1. Corrected Daily Language Reviews Grammar tests and quizzes Grade level writing pieces Content specific tests/quizzes Collins FCAs	1. Daily Language Reviews Comprehension Questions SAS Website I Pad Apps	Ongoing

	<p>verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	conjunction	<p><b><u>Independent Practice</u></b> – GUMS books, Daily Language Reviews and writing pieces</p>			
<p><b>2. How do we use proper conventions in writing?</b></p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p>	<p>Capitalization, punctuation, prefixes, suffixes, Proofread, spelling resources</p> <p><b>spelling:</b> high-frequency words, spelling of content specific</p>	<p><b>2. <u>Demonstration</u></b> – model skills and expectations</p> <p><b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations</p>	<p>2. Corrected Daily Language Reviews Grammar tests and quizzes Grade level writing pieces Content specific tests/quizzes</p>	<p>2. Daily Language Reviews Comprehension Questions Educational word games SAS Website</p>	



	<p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	words, applied spelling patterns	<p><b><u>Independent Practice</u></b> – Daily Language Reviews and writing pieces</p>			
<p><b>3. How do our word choices affect our audience when writing and speaking?</b></p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect</p> <p>b. Recognize and observe differences between the conventions of spoken and written</p>	<p>Effective vocabulary, rigorous vocabulary,</p> <p><b>Speaking:</b> expression, eye contact, pace, voice level, inflection, phrasing</p>	<p><b>3. <u>Demonstration</u></b> – model skills and expectations</p> <p><b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations</p> <p><b><u>Independent Practice</u></b> – Daily Language Reviews and writing pieces</p>	<p>3. Grade level writing pieces</p> <p>Comprehension questions</p> <p>Six Minute Fluency</p> <p>Fluency with own work</p>	<p>3. Grade level writing pieces</p> <p>SAS Website</p>	

	standard English.					
<b>4. What skills do we use to determine the meaning of unknown words?</b>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning</p>	Context clues, multiple meaning, shades of meaning, prefix, suffix, root/base word, glossary, dictionary,	<p><b>4. <u>Demonstration</u></b> – model skills and expectations</p> <p><b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations</p> <p><b><u>Independent Practice</u></b> – GUMS books, Daily Language Reviews and writing pieces Reading</p>	4. Vocabulary quizzes Reading response activities/assessments Daily Language Reviews (DLR)	4. Dictionary/ Thesaurus Reading response activities	

	of key words and phrases.					
<b>5. What skills do we use to understand words and phrases with multiple meanings?</b>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	Figurative language, literal and nonliteral meanings, homophones, shades of meaning, multiple meanings, context clues	<p><b>5. <u>Demonstration</u></b> – model skills and expectations</p> <p><b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations</p> <p><b><u>Independent Practice</u></b> – GUMS books, Daily Language Reviews and writing pieces</p>	5. Reading response activities/assessments Comprehension tests Corrected Daily Language Reviews (DLR)	5. Figurative Language activities Guided Reading Educational word games Reading response activities SAS Website	
<b>6. How do we use appropriate conversational language to convey meaning?</b>	6. 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.,	Academic vocabulary, conversational vocabulary, content specific vocabulary	<p><b>6. <u>Demonstration</u></b> – model skills and expectations</p> <p><b><u>Shared Demonstration/Guided Practice</u></b> – review and apply skills and expectations</p> <p><b><u>Independent Practice</u></b> – Daily Language Reviews</p>	6. Oral reading response activities, Comprehension questions, math talk Corrected Daily Language Reviews	6. Reading response activities, cross curricular discussions/conversations	

	<i>After dinner that night we went looking for them).</i>					
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