Third Grade Writing Curriculum 2022-202

Miss Gretsky

Week	Unit Name (Topic)	Lesson	Objectives	Standards and Eligible Content	Resources	Assessments	Adaptations/ Modifications	Vocab
Unit 1: 5 Weeks	**Growing and Learning**	Writing a Friendly Letter (Weeks 1-3) Personal Narrative (Weeks 4-5)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.3a, W.3.3b, W.3.3c, W.3.5, W.3.6, SL.3.1	McGraw-Hill Reading Wonders curriculum	Weekly check of writing pieces; formative assessments during whole group lessons; weekly writing prompts	Modifications/adaptations will vary based on IEPs. Extension activities to be provided for accelerated learners.	**Heading** **Greeting** **Closing** **Tone** **Draft** **Technique** **Revision** **Proofread** **Edit** **Publish** **Present** **Evaluate** **Personal Narrative** **Time-order** **Purpose** **Audience** **Sequence** **Dialogue** **Transitions** **Multimedia** **Rubric**

			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.					
Unit 2 5 Weeks	**Figure It Out**	How-to (Weeks 1-3) Essay (Weeks 4-5)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding	W.3.2a, W.3.2b, W.3.2d, W.3.5, W.3.6	McGraw-Hill Reading Wonders Curriculum	Weekly check of writing pieces; formative assessments during whole group lessons	Modifications/adaptations will vary based on IEPs. Extension activities to be provided for accelerated learners.	**How-to Process Sequence Purpose Audience Text Features Draft Linking Words and Phrases Revision Proofread Edit Publish Present Evaluate Multimedia Rubric Explanatory Essay Topic Related Ideas Conclusions**

			skills as well as to interact and collaborate with others. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section.					
Unit 3:	**Be Unique**	Opinion Letter	Provide reasons that support the	W.3.1a, W.3.1b, W.3.1c, W.3.1d,	McGraw-Hill Reading	Weekly check of writing pieces;	Modifications/adaptations will vary	**Opinion Letter Parts of a Letter**

5 Weeks		(Weeks 1-3) Book Review (Weeks 4-5)	opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.5, W.3.6	Wonders Curriculum	formative assessments during whole group lessons	based on IEPs Extension activities to be provided for accelerated learners	**Purpose** **Audience** **Tone** **Linking Words** **Draft** **Revision** **Proofread** **Edit** **Publish** **Present** **Evaluate** **Multimedia** **Rubric** **Book Review** **Opinion** **Purpose** **Audience** **Summary** **Conclusion**

			Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide a concluding statement or section.					
Unit 4 5 Weeks	**Meet the Challenge**	Fictional Narrative (Weeks 1-3) Poetry (Weeks 4-5)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. With guidance and support from peers and adults, develop and	W.3.3a, W.3.3b, W.3.5, W.3.6	McGraw-Hill Reading Wonders Curriculum	Weekly check of writing pieces, formative assessments during whole group lessons.	Modifications/adaptations will vary based on IEPs. Extension activities to be provided for accelerated learners.	**Fictional Narrative** **Plot** **Purpose** **Audience** **Sequence of Events** **Draft** **Dialogue** **Problem** **Solution** **Peer Review** **Proofread** **Edit** **Publish** **Present** **Evaluate** **Multimedia Self-Evaluation** **Rubric** **Poetry** **Lines** **Stanzas** **Rhythm** **Rhyme** **Simile**

			strengthen writing as needed by planning, revising, and editing. 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.					
Unit 5: 5 Weeks	**Take Action**	Opinion Essay (Weeks 1-3) Book Review (Weeks 4-5)	Provide reasons that support the opinion. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and	W.3.1a, W.3.1b, W.3.2a, W.3.2c, W.3.5, W.3.6	McGraw-Hill Reading Wonders Curriculum	Weekly check of writing pieces, formative assessments during whole group lessons	Modifications/adaptations will vary based on IEPs. Extension activities to be provided for accelerated learners.	**Opinion** **Opinion Essay** **Topic** **Supporting Reasons** **Facts** **Draft** **Peer Review** **Proofread** **Edit** **Publish** **Present** **Evaluate** **Multimedia** **Self-Evaluation** **Rubric** **Book Review** **Purpose** **Audience** **Summary** **Conclusion** **Revision**

			publish writing (using keyboarding skills) as well as to interact and collaborate with others. Write opinion pieces on topics or texts, supporting a point of view with reasons. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Write opinion pieces on topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.					
Unit 6 6 Weeks	**Think It Over**	Research Report (Weeks 1-5)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Provide a concluding statement or section. With guidance and support from peers and adults,	W.3.2a, W.3.2b, W.3.2d, W.3.5, W.3.6	McGraw-Hill Reading Wonders Curriculum	Weekly check of writing pieces; formative assessments during whole group lessons	Modifications/adaptations will vary based on IEPs. Extension activities to be provided for accelerated learners.	**Feature Article** **Current Event** **Linking Word** **Research** **Central Topic** **Main Idea** **Introduction** **Definition** **Facts** **Details,** **Draft** **Peer Review** **Proofread** **Edit** **Publish** **Present** **Evaluate**

			develop and strengthen writing as needed by planning, revising, and editing. 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. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.						**Multimedia Self-Evaluation Rubric**