

Writing Standards Alignment

3.W.1 - Write opinion pieces on topics/text, supporting a point of view with reasons.

- Introduction
- Organizational structure
- Reason that support opinion
- Linking words (transitions)
- Conclusion

3.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduction
- Organize information
- Support topic with facts, definitions, details, and illustrations if necessary
- Linking words (transitions)
- Conclusion

3.W.3 - Write narratives to develop real or imagined experiences/events using **effective technique, descriptive details, and clear event sequences.**

- Introduce setting/situation/characters
- Organize events that unfold naturally
- Use dialogue and describe actions, thought and feelings of characters
- Use transitional/temporal words
- Provide sense of closure

3.W.4 - With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

- This refers to the final piece writing (i.e. informative/explanatory, narrative, opinion)

3.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- Brainstorming/Prewriting
 - Choosing the most effective prewriting structure for a specific piece
- **Revising Checklist for 3rd grade**
- **Editing Checklist for 3rd grade**

3.W.6 - With guidance and support from adults, produce and publish writing using technology, as well as interact and collaborate with others.

- "Interact and collaborate with others" → Part of ITLS Standards
- Keyboarding skills

3.W.7. - Conduct short research projects that build knowledge about a topic.

- Branch into content areas to fulfill this standard
 - Early Native American/Pioneer Compare/Contrast Piece
 - Multicultural Unit Informative Piece
 - Uses for rocks and minerals
 - How sound travels
 - Graphing/Surveying -explanatory piece on results

3.W.8. - Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

- Schema building for research project
- Organizational outlines

3.W.10. - Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Narrative: personal narratives; historical fiction; fantasy; narrative memoir; narrative nonfiction; tall tale; mystery

Opinion: persuasive letter; book review; personal essay; stories; readers' response journals/projects

Informational: fact sheet; news articles; blog; research report; how-to book; directions; recipe; lab report; letter writing/email writing; explanatory; flagging texts; notes, readers' response journals

****Wide Variety is needed!****

Resource Page By Standard

3.W.1 -Write opinion pieces on topics/text, supporting a point of view with reasons.

1. Persuasive speech 8-11a-d
2. Persuasive paper 9-1a-f
3. Opinion share piece 9-2a
4. Write a critique 9-2b

3.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Information/Explanatory Paragraphs Scoring Guide - SU Pages 10-15a-10-15c
2. Information Report and Essay Scoring Guide - SU Pages 10-16a-10-16c
3. Information Report - LBD Pages 115, 117, 119, 127, 129
4. Procedural - LBD pages 313, 315, 317, 325, 327

3.W.3 - Write narratives to develop real or imagined experiences/events using effective technique, descriptive details, and clear event sequences.

1. Descriptive verbs/nouns/adjectives - SU Page 3-13a-3-13j LBD pages 305, 311, 321, 323
2. Transitions - SU Page 4-2b, 4-25a, 4-26a, 4-27a; LBD pages 281
3. Conclusions - SU Page 4-34a/b, 4-35a, 4-36a/b
4. Story/Narrative Writing Scoring Guide - SU Pages 10-18a-10-19c
5. Narrative/Descriptive Writing Outlines: SU pages 6-4a - 6-13a; LBD 29, 31, 445, 447, 449, 457, 459
6. Main Idea and Details - LBD Pages 181, 183, 185, 193, 195, 479, 481, 483, 491, 493

3.W.4 - With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

1. Story Structure/Sequencing - LBD pages 17, 19, 21, 49, 51, 53, 293, 295, 347, 349, 351, 359, 361
2. Ideas - LBD Pages 75, 81, 91, 93
3. Organization - LBD Pages 173, 179, 189, 191, 283, 285,
4. Presenting Writing Effectively - LBD Pages 471, 477, 487, 489

3.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

1. Writing Process - SU Page 4-5b: LBD pages 9, 15, 25, 27, 41,
 - a. Prewriting - LBD Pages 107, 113, 123, 125, 405, 411, 421, 423,
 - b. Drafting - LBD Pages 141, 147, 157, 159
 - c. Revising - LBD Pages 239, 245, 255, 257, 339, 345, 355, 357
 - d. Editing - LBD pages 273, 279, 289, 291, 437, 443, 453, 455, 503, 509, 521, 523, 525
 - e. Publishing - LBD Pages 371, 377, 387, 389

3.W.6 - With guidance and support from adults, produce and publish writing using technology, as well as interact and collaborate with others.

3.W.7. - Conduct short research projects that build knowledge about a topic.

1. Compare and Contrast Research -SU Pages 9-3c through 9-3k, LBD Pages 379, 381, 383, 391, 393
2. Biographical Sketch -SU Page 9-4a
3. Math Research - SU Pages 9-11k and 9-11l

3.W.8. - Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories.

1. Highlighting important information SU Page 1-13a
2. Note-Taking SU Page 1-17a-c; 1-21a-d;
3. Math note-taking/analysis SU Page 9-11i

3.W.10. - Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

1. Response to Literature - SU Pages 9-5a/9-5d
2. Cause and Effect - SU Page 9-6a; 1-29g, LBD Pages 215, 217, 219, 227, 229
3. Problem/Solution - SU Page 9-6b and 9-6c; 1-29h, LBD pages 83, 85, 87, 95, 97, 413, 415, 417, 425, 427,
4. Different Formats of Writing - SU Page 9-7e
5. Letters - SU Pages 9-10a-9-10d, LBD Pages 511, 513, 515
6. Emails - SU Page 9-10h
7. Math - Explanatory - SU Pages 9-11a-9-11e
8. Science Lab Report - SU Pages 9-12a-9-12d
9. News Article - SU Pages 9-16b - 9-16f
10. Interview - SU Pages 9-16g-9-16i
11. Observation Log - LBD Pages 247, 249, 251, 259, 261

Writing Vocabulary in CCSS

1. Opinion Piece
2. Point of View
3. Introduction
4. Organization
5. Transitions/Linking Words/Phrases
6. Conclusion
7. Informative/Explanatory Writing
8. Topic
9. Illustrations to aid in comprehension of writing
10. Facts
11. Details
12. Narrative
13. Narrator
14. Characters
15. Natural Sequence
16. Closure
17. Descriptive Language
18. Supporting with Reasons
19. Clear Event Sequences
20. Effective Technique
21. Dialogue, Actions, Thoughts
22. Response of Characters to Situations
23. Planning
24. Revising
25. Editing
26. Publish
27. Research Projects
28. Purpose
29. Audience

Writing within 3rd Grade Curriculum

Social Studies Unit:

Early America Unit -

1. Write a personal journal as a traveler who has met each geographical group. Give details as to what you've learned about the culture. (3.W.2/4/10)
2. Write a compare/contrast paper highlighting similarities/differences between a Native American group and the early American Pioneers (3.W.2/4/10)

Geography Unit

1. Write a How-to/explanatory piece on how to read a map. Include facts, definitions, details about compass rose, key, scale, cardinal/intermediate directions, etc. Use illustrations to aid in the effectiveness of writing. (3.W.2/ 4/ 5/ 10)

Citizen/Government Unit -

1. Look at our Bill of Rights...write an opinion piece about which is most or least important (provide reasons to support opinion; 3.W.1/4/10)

Cultural Diversity Unit

1. Write a tale of traveling to a researched culture (specific to your unit), including a narrator, characters, sequence of events in order to show knowledge of culture and to provide an entertaining piece of writing to an audience (3.W.2/ 3/ 4/ 5/ 7/ 10)

Science Unit:

Sound Unit

1. Write a cause and effect piece explaining what will happen to the sound produced by wires as they are lengthened, shortened, tightened, or loosened. (3.W.2 /4 /5 / 7/ 8/ 10)

Rocks and Minerals Unit

1. Create a pamphlet/brochure of different rocks and minerals to be organized by chosen traits based upon learning/research from Einstein Unit. (3.W.2/ 4/ 5/ 7/ 8/ 10)

Plant Growth and Development Unit

1. Create an observation log/daily science journal detailing the changes taking place in your plant. Provide illustrations, hypotheses supported by reasons related to content learned in class / observations. (3.W.2/ 4/ 8/ 10)

Health Unit:

Safety and First Aid

1. Write a news article detailing an event that has happened in your life/ community in which first aid/safe behaviors were needed. Describe how the correct actions were helpful to the situation at hand Or, create a fictional narrative in which the characters must utilize safe behaviors/first aid. (3.W.3)

Social and Emotional Health

1. Create "Dear Abby" unit concerning problems faced by third graders and possible solutions. Students can respond in letter or e-mail form to the person in need. Covers letter/ email and problem/solution genre. (3.W.1/10)

Physical Activity and Nutrition

1. Write a personal essay (can be done traditionally or in a blog format) about how you stay fit and healthy. Detail a specific time or a routine you have in your life that show good, healthy choices. (3.W.2/10)
2. Create a meal plan/recipe based around MyPlate.gov. Describe why each item has been chosen for your meal. (3.W.2/10)

**Personal Health and Wellness

1. Interview a doctor/dentist/nurse/counselor about the importance of having good hygiene. (3.W.7)

Staying Safe and Drug Free

1. Write a persuasive letter to someone to sway them into stopping a bad habit (ie: smoking, drinking, drugs) Provide reasons for why it would be beneficial for the person to stop. (3.W.1/10)

Math:

****NEED TO BE ABLE TO EXPLAIN “HOW” THEY SOLVED A PROBLEM IN WRITTEN FORMAT.****

1. Create graphs/diagrams/illustrations to explain computations.
2. Write a How-to/explanatory piece describing the steps to trade-first subtraction/ multiplication (traditional/lattice)/etc.
3. At the end of a lesson, give students “teach time,” so that they can describe and model how to work through a problem related to the day’s learning target. (can be a three minute time with a group share at the end...have one student come up to write their findings for class...can use this poster on math wall)