

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
August	Unit 1 <u>The Sentence</u> H.M. pags. 31-58	Students will be able to: <ul style="list-style-type: none"> ✓ Recognize complete and incomplete sentences ✓ Identify commands and exclamations ✓ Distinguish between a subject and predicate in a sentence 	Weiser History Walk Before walk write questions (interrogative sentences) After write sentences about Weiser (declaritive sentences) Write descriptive paragraph as a class	Reteaching BLM pgs. 1-10 TE Daily Language Practice p. 31B TE Journal p. 31B TE Shared Writing Activities p. 31	H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 13 &14) Daily Language Practice Weekly Test (self created)

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
SEPTEMBER	<p>Unit 2 <u>Nouns</u> H.M. pgs. 59-96</p> <p>Unit 8 <u>Writing a Story</u> H.M. pgs. 286-307</p> <p>Six Traits <u>Ideas</u></p>	<ul style="list-style-type: none"> ✓ Categorize common and proper nouns ✓ Identify nouns in the subject of a sentence ✓ Use singular and plural nouns correctly <ul style="list-style-type: none"> ✓ Make a story map ✓ Draft story ✓ Proof read their story ✓ Compose a neat final copy of story 	<p>Tall Tales</p> <p>Create own story by developing ideas from journals</p> <p>Six Traits Writing Warm Ups (see attached)</p> <p><u>Lilly's Purple Plastic Purse</u> by Eve Bunting (see attached lesson)</p> <p><u>The Secret Knowledge of Grown-Ups</u> by David Wisniewski (see attached lesson)</p>	<p>Reteaching BLM pgs. 11-22</p> <p>TE Daily Language Practice p. 59B</p> <p>TE Journal p. 59B</p> <p>TE Shared Writing Activities p. 59</p> <p>H.M. Teacher's Edition</p> <p>Book list: <u>ABad Case of Stripes</u>-Shannon <u>Stone Soup</u>-Muth <u>The Days of Summer</u>-Bunting <u>Thank you, Mr. Falker</u> - Polacco</p>	<p>H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 33 & 34)</p> <p>Daily Language Practice Weekly Test (self created)</p> <p>Judge their story for creative and diverse ideas (save for portfolio)</p>

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
OCTOBER	<p>Unit 3 <u>Verbs</u> H.M. pgs. 98-130</p> <p>Unit 8 <u>Explaining and Informing</u> H.M. pgs. 318-325 (Informative Paragraph)</p> <p>Six Traits <u>Organization</u></p>	<ul style="list-style-type: none"> ✓ Locate verbs in a sentence ✓ Write verbs in the present, past, and future tense ✓ Examine the topic and main idea of an informational paragraph ✓ State a topic and closing sentence ✓ List details that support a topic sentence ✓ Create an informational paragraph 	<p>Using Indian research, create a paragraph about Indians</p> <p>Six Traits Writing Warm Ups (see attached)</p> <p><u>Through My Eyes</u>-Ruby Bridges (see attached lesson)</p> <p><u>Three Cheers for Catherine the Great</u>-Cari Best (see attached lesson)</p> <p><u>Click, Clack Moo: Cows that Type</u>-Doreen Cronin (see attached lesson)</p>	<p>Reteaching BLM pgs. 23-36</p> <p>TE Daily Language Practice p. 97B</p> <p>TE Journal p. 97B</p> <p>TE Shared Writing Activities p. 97</p> <p>Teaching paragraph writing created by Serena Mills and Michelle Hammond (green three ring binder)</p> <p><u>Write on Track</u></p> <p>Book list: <u>Raising Dragons</u>- Nolen</p> <p><u>The Secret Shortcut</u>-Mark Teague</p>	<p>H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 57 & 58)</p> <p>Daily Language Practice Weekly Test (self created)</p> <p>Analyze informational paragraph looking for organization (save for portfolio)</p> <p>W.O.W. (save for portfolio)</p>

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
NOVEMBER & DECEMBER	Unit 4 Adjectives & Adverbs H.M. pgs. 142-170 Unit 7 (part of unit) <u>Friendly Letter</u> H.M. pgs. 282-285 Unit 11 (part of unit) <u>Writing a Poem</u> H.M. pgs. 414-419 Six Traits Word Choice	<ul style="list-style-type: none"> ✓ Identify adjectives & adverbs ✓ Expand sentence by adding adjectives & adverbs ✓ Proof read for the correct use of to, too, and two ✓ Discuss the purpose of a friendly letter ✓ Identify the parts of a friendly letter ✓ Compare punctuation and capital letters in different poems ✓ Read models of poems ✓ Create a poem 	Jolly Christmas Postman books Christmas letters Address envelopes Christmas poem Six Traits Writing Warm Ups (see attached) <u>The Wolf Who Cried Boy</u> -Bob Hartman <u>Hello Harvest Moon</u> -Raph Fletcher <u>Brave Potatoes</u> -Toby Speed	Reteaching BLM pgs. 37-48 TE Daily Language Practice p. 141B TE Journal p. 141B TE Shared Writing Activities p. 141 Book List: <u>Henny Penny</u> <u>Armadillo Tattletale</u> -Helen Ketteman	H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 73 & 74) Daily Language Practice Weekly Test (self created) Assess Christmas letters and poems for word choice (save a copy for portfolio)

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills	Expected Learning Outcomes	Suggested Activities	Resources	Assessment
	What concepts/skills will be taught?	What do I want students to be able to do with the concepts and skills that are taught?	What strategies will I use to present this material?	What resources are needed to assist my instruction?	How will I know that students understand the concepts or can demonstrate the skills?
JANUARY	Unit 5 <u>Capitalization and Punctuation</u> H.M. pgs. 177-212 Unit 7 <u>Personal Narrative</u> H.M. 258-281 Six Traits <u>Voice</u>	<ul style="list-style-type: none"> ✓ Proofread for correct capitalization and end marks ✓ Write all four types of sentences (Declarative/Statement, Interrogative/Question, Exclamatory/Exclamation, Imperative/Command) ✓ Capitalize proper nouns, titles and holidays ✓ Use commas in series, dates, addresses, letters ✓ Identify characteristics of a personal narrative ✓ Write a personal narrative 	Human Rights Day Themes & Books Write Personal Narrative Six Traits Writing Warm Ups (see attached) <u>We the Kids – The Preamble to the Constitution</u> – David Catrow (see attached) <u>Syphony of Whales</u> – Steve Schuch (see attached)	Reteaching BLM pgs. 49-61 TE Daily Language Practice p. 177B TE Journal p. 177B TE Shared Writing Activities p. 177 <u>Write on Track</u> Reteaching BLM pgs. 73-78 TE Daily Language Practice p. 258B TE Journal p. 258B TE Shared Writing Activities p. 258 Book list: <u>Diary of a Worm</u> - Doreen Cronin Harriet Tubman books Martin Luther King Jr. books	H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 93 & 94) Daily Language Practice Weekly Test (self created) Evaluative Personal Narrative looking for voice (save for portfolio) Daily Language Practice Weekly Test (self created)

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
FEBRUARY	Unit 6 <u>Pronouns</u> H.M. pgs. 214 -247 Unit 11 <u>Opinion</u> H.M. pgs. 388 - 409 Six Traits <u>Sentence Fluency</u>	<ul style="list-style-type: none"> ✓ Identify pronouns in a sentence ✓ Use contractions and homophones in a sentence ✓ Examine the use of the pronouns I and me ✓ Read and discuss a published opinion essay ✓ Write an opinion essay 	Practice fact and opinion Six Traits Writing Warm Ups (see attached) <u>The Important Book</u> – Margaret Wise Brown <u>John Henry</u> -Julius Lester	Reteaching BLM pgs. 62-71 TE Daily Language Practice p. 213B TE Journal p. 213B TE Shared Writing Activities p. 213 Reteaching BLM pgs. 95-99 TE Daily Language Practice p. 388B TE Journal p. 388B TE Shared Writing Activities p. 388 Book List: <u>Oh the Places You'll Go</u> <u>Tough Cookie</u> -Wisniewski <u>Harriet, You Drive Me Wild</u> -Mem Fox	H.M. unit assessment (see Student Acquiring English Practice Book for simplified/shortened unit test p. 109 &110) Daily Language Practice Weekly Test (self created) Evaluate opinion essay looking for sentence fluency (save for portfolio)

Weiser School District

Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
MARCH	Continue on any unfinished grammar units Unit 12 <u>Persuasive</u> H.M. pgs. 423-447 Six Traits <u>Conventions</u>	✓ Draft a persuasive essay	Six Traits Writing Warm Ups (see attached) <u>Punctuation Takes a Vacation</u> – Robin Pulver (see attached)	Reteaching BLM pgs. 100-105 TE Daily Language Practice p. 422B TE Journal p. 422B TE Shared Writing Activities p. 422 Words are Categorical Series- Brian Cleary Letter Writer Starter Set- Nancy Cobb <u>Yo! Yes?</u> -Chris Raschka	Daily Language Practice Weekly Test (self created) Evaluate persuasive essay looking for conventions (save for portfolio)

Weiser School District
Writing Curriculum

Grade Level: 3

	Concepts/Skills What concepts/skills will be taught?	Expected Learning Outcomes What do I want students to be able to do with the concepts and skills that are taught?	Suggested Activities What strategies will I use to present this material?	Resources What resources are needed to assist my instruction?	Assessment How will I know that students understand the concepts or can demonstrate the skills?
MAY	Continue on any unfinished grammar units and research report Six Traits <u>Presentation</u>		Create a portfolio of writing with saved samples throughout the year. Include a cover, table of contents, about the author, and picture of author		