



Content Area: Writing

Grade Level: 3rd

Curriculum Map/Scope & Sequence (2021)

<u>Unit Name/Time Period</u>	<u>BIG Ideas/Skills</u>	<u>IL Priority Learning Standards</u>	<u>I CAN Statements</u>	<u>Assessments</u>
1st Quarter	Informational Writing Research Writing process	<p>W 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases ELA 39 (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. (Written Expression and Conventions and Knowledge of Language)</p> <p>W 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>W 7 Conduct short research projects that build knowledge about a topic.</p> <p>W 10 Write routinely over extended time frames(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>I can write informational/explanatory texts that examine a topic and express information clearly.</p> <p>I can introduce a topic clearly and group related information together.</p> <p>I can include an illustration in my written pieces if necessary.</p> <p>I can develop the topic with facts, definitions, and details.</p> <p>I can use words and phrases like “also”, “another”, “and”, “more”, and “but” to connect ideas that should be grouped together.</p> <p>I can end my piece by providing a concluding statement or paragraph.</p> <p>I can understand my task, purpose, and audience when I write.</p> <p>I can develop and organize my writing in a way that makes sense for my audience and purpose.</p> <p>I can conduct short research projects to learn about a topic.</p>	Student & Teacher Rubrics

		two) for a range of discipline-specific tasks, purposes, and audiences	<p>I can choose a writing structure to fit my task, purpose, and/or audience.</p> <p>I can write for long or short periods of time, depending on the tasks.</p> <p>I can write for a variety of reasons.</p>	
Second Quarter	Opinion Writing Improving writing process	<p>W 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 organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. (Written Expression and Conventions and Knowledge of Language)</p> <p>W 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>W 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.</p>	<p>I can write opinion pieces on topics and texts.</p> <p>I can include support for my point of view.</p> <p>I can introduce a topic or text, state an opinion, and organize a list of reasons that support my opinion.</p> <p>I can provide reasons that support my opinion.</p> <p>I can explain my opinion and reasons using linking words or phrases.</p> <p>I can end my writing by providing a concluding statement or section</p> <p>I can understand writing as a process of planning, revising, and editing.</p> <p>I can develop and improve my writing by planning, revising, and editing.</p> <p>I can choose a writing structure to fit my task, purpose, and/or audience.</p> <p>I can write for long or short periods of time, depending on the tasks.</p> <p>I can write for a variety of reasons.</p>	Student & Teacher Rubrics

<p>Quarter 3:</p>	<p>Personal Narrative Writing</p>	<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Written Expression and Conventions and Knowledge of Language)</p> <p>W 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.</p> <p>W 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.</p>	<p>I can write narratives to explain real or imagined experiences or events.</p> <p>I can use narrative writing strategies, provide descriptive details, and put events in order.</p> <p>I can begin a story by describing a situation and introducing a narrator and/or characters.</p> <p>I can organize a series of events in order.</p> <p>I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>I can use words and phrases having to do with time to put events in order.</p> <p>I can end my story with a closing sentence.</p> <p>I can use technology to work on keyboarding skills.</p> <p>I can use technology, including the internet, to interact and collaborate with others.</p> <p>I can choose a writing structure to fit my task, purpose, and/or audience.</p> <p>I can write for long or short periods of time, depending on the tasks.</p> <p>I can write for a variety of reasons.</p>	<p>Student & Teacher Rubrics</p>
-------------------	-----------------------------------	--	--	--------------------------------------

<p>Quarter 4</p>	<p>Fictional Narrative Writing</p>	<p>W 8 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 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.</p>	<p>I can gather information from print and digital sources.</p> <p>I can remember and share information from my experiences.</p> <p>I can take brief notes and sort information into categories using a graphic organizer.</p> <p>I can choose a writing structure to fit my task, purpose, and/or audience.</p> <p>I can write for long or short periods of time, depending on the tasks.</p> <p>I can write for a variety of reasons.</p>	<p>Student & Teacher Rubrics</p>
------------------	------------------------------------	--	---	--------------------------------------