



Diocese of Greensburg Curriculum
Writing Grade 3

Unit	Standards	Content	Skills
<p>Writing Process</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. 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>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Vocabulary Usage • Writing for particular audience • Purpose for writing a particular piece • Steps of the Writing Process (Pre-writing, Drafting, Editing, Revising, Publishing) 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use the five steps to the writing process: prewrite, draft, edit, revise, and publish under these guidelines: • Apply the steps of the writing process while working on a sample writing piece • Brainstorm ideas • Draw on personal experience/prior knowledge • Stay on topic • Write for audience • Write clear introductions • Use details in writing • Vary sentence format • Utilize paragraph structure correctly • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing • Publish a finished writing piece

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	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.3.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Narrative</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <hr/> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c. Use temporal words and phrases to signal event order.</p> <p>W.3.3d. Provide a sense of closure.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in</p>	<ul style="list-style-type: none"> • Narrative writing • Writing Mechanics • Conventions of standard English Grammar • Vocabulary • Point of View • Sequence of Events • Transitions in writing • Audience • Purpose of the writing piece • Format (poem, letter, story, etc.) 	<p>The students will be able to::</p> <ul style="list-style-type: none"> • Create a narrative writing piece • Brainstorm ideas • Draw on personal experience/prior knowledge • Stay on topic • Write for the audience • Write clear introductions • Use details sequentially • Wrap-up narrative to appropriate conclusion • Maintain continuity in subject and verb tense • Use "Show Don't Tell" strategies • Vary sentence format • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing • Experiment with different forms of narrative throughout the year

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	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. 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>Range of Writing</p> <p>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.</p> <p>W.3.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Persuasive (Opinion)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <hr/> <p>Writing</p> <p>Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b. Provide reasons that support the opinion.</p> <p>W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Persuasive techniques 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create a persuasive writing piece • Brainstorm ideas • Use prior knowledge and new information to form an opinion • Write for the audience • Clearly state opinion • Use details to support opinion • Stay on topic • Wrap-up by restating opinion • Use strong opinion words to differentiate between fact and opinion • Vary sentence format • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing • Experiment with different forms of persuasive writing throughout the year and across the curriculum

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	<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. 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>Range of Writing 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.</p> <p>W.3.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Expository (Explanatory/Informational)</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <hr/> <p>Writing 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.</p>	<ul style="list-style-type: none"> • Informational writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create an informational writing piece • Brainstorm ideas • Stay on topic • Write for the audience • Write clear introductions

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	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. 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>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing</p>	<ul style="list-style-type: none"> • Audience • Organization of paragraphs • Purpose for writing 	<ul style="list-style-type: none"> • Use details to support the topic • Compare/contrast events • Use cause and effect if applicable • Use data and text references to enhance the writing • Use precise vocabulary • Use time order words, chronological order • Transfer info from graphic organizer into paragraphs • Utilize paragraph structure correctly • Wrap-up with a strong concluding statement • Vary sentence format • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing

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	<p>(using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Range of Writing 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.</p> <p>W.3.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Research</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <hr/> <p>Writing 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.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and</p>	<ul style="list-style-type: none"> • Research writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm topics to research • Locate relevant facts and good sources • Use a variety of sources • Stay on topic • Write for the audience • Write clear introductions • Use details to support your topic • Compare/contrast • Use data and text references to enhance the writing • Use precise vocabulary • Wrap-up with a strong concluding statement • Do a basic source citation (title, author, year)

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	<p>purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. 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>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>W.3.8. 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>Range of Writing</p> <p>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.</p>		<ul style="list-style-type: none"> • Vary sentence format • Edit for grammar and conventions (self and peer-edit to rubric) • Revise work based on editing

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<p>Respond to Text</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 3</p> <hr/> <p>Writing</p> <p>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.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2b. Develop the topic with facts, definitions, and details.</p> <p>W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d. Provide a concluding statement or section.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of Standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Text-to-Text • Text-to-Self • Text-to-World 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write a response to a given text • Restate the question and/or create a topic sentence • Stay on topic • Write for their audience • Use details to support their writing • Compare/contrast ideas and events • Use cause and effect if applicable • Use data and text references to enhance the writing • Use precise vocabulary • Use transition words to show sequence of events • Wrap-up with a strong concluding statement • Vary sentence format • Edit for grammar and conventions (self-edit to rubric) • Revise work based on editing

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	<p>organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.3.6. 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>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.</p> <p>W.3.8. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

