



## Curriculum Map Template Document

### Common Core State Standard / English Language Arts Standards/ Writing / Grade 3

	Standards Addressed	Prerequisite Proficiencies (Content & Skills)	Target Proficiencies (Content & Skills)	Formative Assessments & Activities	Summative Assessments & Projects	Next Steps, Extension & Remediation	Resources (Hyperlinked)
	<i>Hyperlink any standards covered in this unit.</i>	<i>What skills or content knowledge must students have to enter this unit?</i>	<i>What skills or content knowledge will students master in this unit? Include 21st-century and literacy skills.</i>	<i>How will you monitor student progress and track growth throughout the unit?</i>	<i>How will you evaluate student learning at the end of the unit?</i>	<i>What are the next steps after this unit? Include strategies for remediation and extension.</i>	<i>What texts, tools, or digital resources are used in this unit?</i>
Unit1	<p>Common Core State Standard / Writing / Grade 3</p> <p><b>Unit Narrative Writing</b></p> <p><b>Standard:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Structure:</b> Writer wrote about one time he did something with a clear beginning, a good start. Using Words such as then, when, after. Writer can choose an action or feeling that makes a good ending. Able to write a lot of lines, multiple pages.</p> <p><b>Development:</b> Students have experience bringing characters to life with details, talk and action.</p> <p><b>Language Conventions:</b> Writer can use known spelling patterns. Writer has learned to use quotation marks and apostrophes in words such as don't or can't.</p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Provide a sense of closure.</p>	<p><b>In Person:</b> Teacher introduces narrative writing with a narrative story and writing pieces of their own. This gives students the opportunity to get to know the teacher better, learn more about their personality, and build classroom community. The teacher can share the story, talk about it in detail and describe its structure. Then ask students to write about a personal narrative of their own. (40 minutes to write about any personal narrative).</p> <p><b>Narrative Writing toolbox:</b> Have students list experiences they can write about. Something that they remember; a vacation, trip to a doctor, a time they</p>	<p><b>In Person:</b> Students work multiple writers workshop blocks to revise and edit their narrative writing piece. Once finalized, students will write their final draft on lined paper. They must include a title page and at least one illustration included in their writing.</p> <p><b>Virtual:</b> Materials can be provided in take home folders. Otherwise, students are able to write final drafts, make illustrations and upload to seesaw from home.</p>	<p><b>Remediation:</b> Narrative Planning Template can help struggling students plan their writing. It helps to put ideas down, create a structure to make the writing process easier.</p> <p><b>Extension:</b> Narrative Sentence starter cards can be an engaging activity for narrative story writers.</p>	<p>Teacher narrative writing piece. Students can access it at any time.</p> <p><a href="#">Narrative Sentence Starter Cards</a></p> <p><a href="#">Narrative Planning Template</a></p> <p><a href="#">Seesaw</a></p>

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			<p><b>Communication:</b> asking and answering questions.</p> <p><b>Critical Thinking</b></p> <p><b>Creativity</b></p> <p><b>Reading :</b> using writer's notebooks</p> <p><b>Writing :</b> Write a new narrative everyday.</p> <p><b>Speaking:</b> asking and answering question</p>	<p>got hurt, first day of school, etc. This notebook jot can be their topic reference guide during the unit.</p> <p>Students use writer's notebooks to write daily. They are given time each day to think, explore, write, jot. They can write a new narrative everyday. The writer's notebook is an activity that encourages writing practice and nurtures creativity.</p> <p><b>Virtual:</b> Students can do the 40 minute formative assessment on a google doc. Typing might be hard for beginning third graders. Another option is for students to write during a google meet. Students can quietly write on a sheet of paper. When the time is done, students take a picture of their writing and upload it to seesaw. This is also an integrity piece.</p>			
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Unit 2	<p><b>Unit Opinion Writing</b></p> <p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	<p><b>Structure:</b> The writer can write his opinion or likes and dislikes and give reasons for his opinion. Able to use transition words such as also, another, because. Ending that reminds reaser of the opinion. The piece has different parts.</p> <p><b>Development:</b> Able to write at least two reasons and write words that would make readers agree with his opinion.</p> <p><b>Language Conventions:</b> Writers used what they knew about spelling patterns to spell a word. Use of quotation marks to show what characters say. Use of apostrophe in words such as can't and don't.</p>	<p>Introduce topics or text they are writing about, state an opinion and create an organizational structure that lists reasons.</p> <p>Make a claim and give reasons to support that claim.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p> <p>Planning, revising, editing</p> <p><b>Communication</b> - asking and answering questions</p> <p><b>Collaboration:</b> activities</p> <p><b>Critical Thinking</b> : making connections between home, classroom, the world event and opinion.</p> <p><b>Creativity</b> :thinking of questions and writing their opinion.</p> <p><b>Reading</b> - various grade-level fiction</p>	<p><b>In Person:</b> Initial 40 minutes writing formative assessment. Give students the type of writing they will be doing. They will have 40 minutes to write. No lessons or assistance will be provided. This is so teachers can get an idea of what level the student is on in that writing style so teachers can plan lessons and make modifications accordingly.</p> <p>Jot Lots What is an opinion how is it different from a fact What is an opinion you have about your life at home? What is something you feel strongly about in the classroom or at school? What is an opinion you feel strongly about in the world?</p> <p>Break lessons into writing sections and evaluate student progress and writing each day. Boxes and bullets, once those are approved, do daily writing on their chosen topic.</p>	<p>Student daily writing pieces are a part of the summative assessment, as this unit is broken into two parts.</p> <p>At the end of the unit, students are gaining their writing fluency with daily writing.</p> <p>They are also challenged to think of opinions or claims daily. They are challenged to alternate between opinions at home, school and the world.</p> <p>The accumulation of their claims, writing and writing stamina are considered part of their summative assessment on the first part of this unit. Then teachers can ask students to think of similar stories that stand out to them. Jot them down in the writer's notebook.</p>	<p><b>Remediation:</b> Additional boxes and bullets planning, brainstorming topics, transition word review and examples, review how to add details to the reasons and conclusion practice writing can be done in interventions or for the class, depending on the need for review and reteach.</p> <p><b>Extension:</b> How can we change the world? Challenge students to write an opinion piece that can help change the world.</p>	<p>Speech writing text examples</p> <p>Slideshow lessons what is fact vs opinion What is a claim? How do we give reasons to support our claim?</p>
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Unit3	<p><b>Unit Opinion Writing (Continued)</b></p> <p>Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons</p>	Previous unit opinion writing. Introduction into opinion writing	<p>Introduce topics or text they are writing about, state an opinion and create an organizational structure that lists reasons.</p> <p>Make a claim and give reasons to support that claim.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p> <p>Typing editing, revise boxes and bullets</p> <p>Writing opinions in the form of a speech</p>	<p><b>In Person:</b> Students must think of a claim that can be presented to the school community in order to write their final speech.</p> <p>Final speech writing boxes and bullets or claim and reasoning writeup.</p> <p>Piece by piece writing- each day, students write only one portion of the writing structure; introduction, reason 1, 2, 3, conclusion. These are handwritten pieces.</p> <p><b>Virtual:</b> Student writing can be done on google classroom documents.</p>	<p><b>In Person:</b> Throughout the unit, students will work on daily boxes and bullets and then write about that topic. They should have been able to write about changes they want at home, changes at school and changes in the world. They use their opinions to write about these changes, following the grade 3 opinion writing rubric.</p> <p>The summative assessment is a well structured speech that each student took the final week to plan, write, revise, edit and make into a final typed document.</p> <p>Students have the opportunity to share</p>	<p><b>Remediation:</b> Additional boxes and bullets planning, brainstorming topics, transition word review and examples, review how to add details to the reasons and conclusion practice writing can be done in interventions or for the class, depending on the need for review and reteach.</p> <p><b>Extension:</b> Students also have the opportunity to meet with the principal and vice principal about opinions and changes they wrote about that involve the school.</p> <p>Students prepare as a group, portion off their proposal, combine their speeches and</p>	<p>Slideshow Lessons- Review of transition words How do you write an introduction? How do you draft a conclusion?</p> <p><a href="#">Children speech video examples</a></p>

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Unit 4	<p><b>Unit Informational Writing</b></p> <p>Standard: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Structure:</b> Writer taught readers some important points about a subject. Writing consists of beginning that states the subject, transition phrases to show they had more to say and ending to wrap up the piece.</p> <p><b>Development:</b> Use of facts, definitions, details, steps and tips. Experience with expert writing.</p> <p><b>Language Conventions:</b> Use known spelling patterns to help spelling. Use of word wall spelling words. Use of quotation marks to show what characters say. Use of apostrophe in words such as can't and don't.</p>	<p>Write informative / explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together. Include illustrations when useful in aiding comprehension.</p> <p>Develop the topic with facts, definitions, details.</p> <p>Use linking words and phrases. Transitional phrases. In order to connect ideas with categories of information.</p> <p>Provide a concluding statement or section.</p> <p><b>Communication:</b> asking and answering questions</p> <p><b>Collaboration:</b>activities</p>	<p><b>In Person:</b> Initial 40 minute writing formative assessment. Give students the type of writing they will be doing. They will have 40 minutes to write. No lessons or assistance will be provided. This is so teachers can get an idea of what level the student is on in that writing style so teachers can plan lessons and make modifications accordingly.</p> <p>Boxes and Bullets daily writeups - students provide boxes and bullets for their daily nonfiction reading which helps students gain practice with the process of boxes and bullets and helps them understand the importance of that type of note taking.</p>	<p><b>In Person:</b> Students choose an expert topic they have drafted already, or a new expert topic. Students create a book with pictures, captions and write ups about their topic on book creator, Finished books will be published onto the Seesaw blog in order to share with their parents and learning community.</p> <p><b>Virtual:</b> Above summative assessment can be done from home on school issued I pads.</p>	<p><b>Remediation:</b> Work in groups to agree on topics they are passionate about and know. Groups work to create expert writing on a topic together. They can be tasked with the portion of the writing structure that was the most challenging. This group work offers students the opportunity for additional informational writing, teamwork and collaborative learning opportunities.</p> <p><b>Extension:</b> Present your book in front of the class.</p>	<p>Slideshow mini lessons - Revising and Elaboration Strategies Making comparisons, adding stories, stating facts and make a suggestion</p>

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			<p><b>Critical Thinking</b> - identifying the topic and coming up with ideas.</p> <p><b>Creativity</b> : choosing a topic.</p> <p><b>Reading</b>: topic</p> <p><b>Writing</b>: creating a book</p> <p><b>Speaking</b>: asking and answering questions.</p>	<p>Every other day - expert writing piece. Students write on topics they claim to be experts on. Teachers must approve their boxes and bullets for students to move onto writing.</p> <p>Mini lesson - introduction writing, transition phrases, paragraph writing, conclusion writing are broken into mini lessons. Each part of the writing piece is introduced over time in order to understand the structure of their writing piece.</p> <p><b>Virtual</b>: Writing assessment can be timed through a google meet and sent through seesaw. Teachers can monitor work through google classroom documents.</p> <p>Mini lessons through prepared slides in the virtual classroom.</p>			
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