

Course/Grade Level: Third Grade Language Arts Curriculum

Focus: Students will write each day using the writing process. They will create focused pieces in three of the writing modes: narrative, expository, and technical. They will compose a piece to a given prompt.

Required support materials: "Units of Study for Teaching Writing" (Calkins); Books 1 & 2
Book 1: *Launching the Writing Workshop* and Book 2: *Raising the Quality of Narrative Writing*

LA.3.1 Students will write *narrative* text using the writing process.*

Students will...

- LA.3.1.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally write about a given prompt
 - practice writing by using personal experience, observations, and **prior knowledge**
 - develop one clear main idea with supporting details
 - discuss what constitutes plagiarism
- LA.3.1.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - write a piece with an introduction, body, and conclusion
 - write paragraph(s) with a topic sentence and supporting details
- LA.3.1.3 use authentic and appropriate voice (prewriting, drafting, and revising).
- **share emotions and feelings about the topic with an awareness of the reader**
- LA.3.1.4 use effective word choice (prewriting, drafting, and revising).
- recognize and use nouns, verbs, and adjectives in their writing
 - choose words and phrases appropriate for purpose and audience (e.g., family, peers, teachers)
- LA.3.1.5 use sentence fluency (drafting and revising).
- write complete sentences that vary in length and are easy to read
 - write sentences with different beginnings
 - recognize an incomplete thought (fragment)
 - **begin to use dialogue**
- LA.3.1.6 use standard American English conventions (drafting and revising).
- capitalize proper nouns as well as beginnings of sentences and use correct end/other punctuation (see appendix)
 - use correct noun/pronoun agreement, verb tenses, and subject/verb agreement (see appendix)
 - correctly spell high frequency words
 - attempt to use correct paragraph divisions to reinforce the organizational structure

LA.3.2 Students will write *expository* text using the writing process.*

Students will...

- LA.3.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about an idea and occasionally write about a given prompt
 - develop one clear main idea with supporting details
 - write by using personal experience and observations
 - begin to incorporate information from varied resources and formally recognize source
 - **express information in own words and use details and complete sentences**
 - discuss what constitutes plagiarism
 - **give credit to the author, title, or website**
 - **construct a simple bibliography with author and title**
- LA.3.2.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - write a piece with an introduction, body, and conclusion
 - write a paragraph with a topic sentence and supporting details
 - begin to use transitions to allow ideas to flow smoothly within the writing piece
- LA.3.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- write feelings and thoughts about the topic with the purpose of **informing the reader**
- LA.3.2.4 use effective *word choice* (prewriting, drafting, and revising).
- recognize and use nouns, verbs, and adjectives in their writing
 - choose words and phrases appropriate for purpose and audience (e.g., family, peers, teachers)
- LA.3.2.5 use *sentence fluency* (drafting and revising).
- write complete sentences that vary in length and are easy to read aloud
 - write sentences with different beginnings
 - recognize an incomplete thought (fragment)
- LA.3.2.6 use standard American English *conventions* (drafting and proofreading).
- capitalize proper nouns as well as beginnings of sentences and use correct end/other punctuation (see appendix)
 - use correct noun/pronoun agreement, verb tenses, and subject/verb agreement (see appendix)
 - correctly spell high frequency words (see appendix)
 - attempt to use correct paragraph division to reinforce the organizational structure

LA.3.3 Students will write *technical* text using the writing process.*

Students will...

- LA.3.3.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- choose and write about a narrowed and focused idea and occasionally write about a given prompt
 - use supporting details which helps to clarify the main idea
 - discuss what constitutes plagiarism
- LA.3.3.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, working in pairs or in cooperative groups)
 - **write paragraph(s) or list(s) about one idea**
 - **write a piece in sequential order**
 - **begin to use simple transitions (e.g., first, second, third, finally)**
- LA.3.3.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- **begin to write with an awareness of purpose and audience (e.g., letters, simple reports, directions, brochures)**
 - **attempt to write with authority so the voice is not distracting**
- LA.3.3.4 use effective *word choice* (prewriting, drafting, and revising).
- **choose words that are accurate and makes the message clear (e.g., technical terms)**
- LA.3.3.5 use *sentence fluency* (drafting and revising).
- **write compact sentences or phrases that make the point clear**
- LA.3.3.6 use standard American English *conventions* (drafting and proofreading).
- capitalize proper nouns as well as beginnings of sentences and use correct end/other punctuation (see appendix)
 - use correct grammar when writing sentences or phrases (see appendix)
 - correctly spell high frequency words (see appendix)
 - **use graphic devices (e.g., charts, graphs, maps, illustrations, other text features)**

LA.3.4 Students will use effective research practices.

Students will...

- LA.3.4.1 discuss curriculum topics or topics of interest.
- LA.3.4.2 formulate both broad and specific questions at knowledge and comprehension levels and seek answers.
- LA.3.4.3 recognize, with guidance, that different text formats exist (e.g., encyclopedias, magazines, biographies, etc.).
- LA.3.4.4 locate appropriate information (e.g., print, non-print such as electronic text, interviews, visuals, etc).
- LA.3.4.5 record information.
- LA.3.4.6 organize and share information.
- LA.3.4.7 evaluate relevant information.

LA.3.5 Students will demonstrate legible cursive penmanship using correct letter formation and spacing to form words.

Students will...

- LA.3.5.1 correctly form lower case cursive letters and upper case cursive letters using locally adopted penmanship materials.
- LA.3.5.2 correctly combine cursive letters to form words.
- LA.3.5.3 read cursive writing in a sentence.
- LA.3.5.4 demonstrate legible cursive to form sentence(s).

3rd Grade Language Arts Appendix - Grammar and Spelling

Grammar

Parts of speech

- nouns
- verbs
 - verb tenses
 - subject/verb agreement
- adjectives
- pronouns
 - noun/pronoun agreement

Capitalization

- proper nouns
- beginnings of sentences

Fragments

- periods
- commas
- question marks
- exclamation marks
- noun/pronoun agreement

Spelling

Students should participate in spelling word study activities that include appropriate spelling lists (high frequency words and words that follow phonetic rules) for each grade level. Both word types will be assessed. Example word study activities are found in the district spelling notebook. Assessment guidelines are found on the USD 417 website.

3rd Grade Language Arts Appendix - The Writing Process

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."