

## Curriculum Map

**Course Title:** English Language Arts

**Grade:** 3<sup>rd</sup>

<b>Unit (Name/Number):</b> Writing	<b>Pacing:</b> One type of writing (Narrative, Opinion, Informational) per trimester
<b>Essential Question(s):</b> <b>Informative Writing</b> -How do I develop a topic and convey ideas using facts and details in informational/explanatory writing? <b>Opinion Writing</b> -How do I write an opinion using valid reasons supported by relevant facts and details? <b>Narrative Writing</b> -How do I use writing techniques, descriptive details and a clear event sequence to create narrative writing? <b>Conventions</b> -How do I use the conventions of writing to convey meaning? How do I check and edit my work?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<b>Informative/Explanatory</b> <ul style="list-style-type: none"> <li>● C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</li> <li>● C.1.2.2 Develop the topic with facts, definitions, and/or details.</li> <li>● C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>● C.1.2.4 Provide a concluding statement or section.</li> </ul>	<b>PA Core:</b> CC.1.4.3.A CC.1.4.3.B CC.1.4.3.C CC.1.4.3.D CC.1.4.3.E  <b>Core:</b> W.3.2 W.3.2.A W.3.2.B W.3.2.C W.3.2.D	<ul style="list-style-type: none"> <li>● topic</li> <li>● task</li> <li>● audience</li> <li>● author's purpose</li> <li>● research</li> <li>● questions</li> <li>● relevant sources</li> <li>● informative</li> <li>● explanatory,</li> <li>● facts</li> <li>● definitions</li> <li>● concrete details</li> <li>● quotations</li> <li>● transitional words</li> <li>● precise</li> </ul>	*See Writing Curriculum Maps on For Educators (informative, conventions) Mentor Texts , Guided Writing (writing samples) Framing Your Thoughts Applied Writing, Ready Common Core Language Handbook SAS Assessment Builder Teacher Developed Materials	Student Prompts District Writing Prompts Framing Your Thoughts Activities Ready Common Core Language Handbook (Independent Practice Pages)
<b>Opinion/Argumentative</b> <ul style="list-style-type: none"> <li>● C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.</li> <li>● C.1.1.2 Provide reasons that</li> </ul>	<b>PA Core:</b> CC.1.4.3.I CC.1.4.3.J CC.1.4.3.K CC.1.4.3.L  <b>Core:</b> W.3.1b	<ul style="list-style-type: none"> <li>● opinion</li> <li>● position</li> <li>● transitional words and phrases</li> </ul>	*See Writing Curriculum Maps on For Educators (opinion, conventions) Mentor Texts , Guided Writing (writing samples) Framing Your Thoughts Applied Writing, Ready Common Core Language Handbook SAS Assessment Builder	Student Prompts District Writing Prompts Framing Your Thoughts Activities Ready Common Core Language Handbook (Independent Practice

<p>support the opinion.</p> <ul style="list-style-type: none"> <li>● C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.</li> <li>● C.1.1.4 Provide a concluding statement or section.</li> </ul> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>● C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</li> <li>● C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.</li> <li>● C.1.3.3 Use temporal words and phrases to signal event order.</li> <li>● C.1.3.4 Provide a sense of closure.</li> </ul> <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>● D.2.1.1 Choose words and phrases for effect.*</li> </ul> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>● D.1.2.1 Capitalize appropriate words in titles.</li> <li>● D.1.2.2 Use commas in addresses.</li> <li>● D.1.2.3 Use commas and quotation marks in dialogue.</li> <li>● D.1.2.4 Form and use possessives.</li> </ul>	<p>W.3.1c W.3.1d L.4.3.a L.3.1/L.3.2</p> <p><b>PA Core:</b> CC.1.4.3.M CC.1.4.3.N CC.1.4.3.O CC.1.4.3.P CC.1.4.3.Q CC.1.4.3.R</p> <p><b>Core:</b> W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d L.3.3 L.3.1/L.3.2</p> <p><b>PA Core:</b> CC.1.4.3.E</p> <p><b>Core:</b> L.4.1/L.3.2</p> <p><b>PA Core:</b> CC.1.4.3.F CC.1.4.3.L CC.1.4.3.R</p> <p><b>Core:</b> L3.1</p>	<ul style="list-style-type: none"> <li>● story map,</li> <li>● character,</li> <li>● narrator,</li> <li>● events,</li> <li>● plot,</li> <li>● situation,</li> <li>● actions,</li> <li>● thoughts,</li> <li>● feelings,</li> <li>● dialogue,</li> <li>● description</li> <li>● signal words</li> </ul>	<p>Teacher Developed Materials</p> <p>*See Writing Curriculum Maps on For Educators (narrative, conventions) Mentor Texts , Guided Writing (writing samples) Ready Common Core Language Handbook SAS Assessment Builder Teacher Developed Materials</p> <p>Ready Common Core Language Handbook SAS Assessment Builder Teacher Developed Materials</p> <p>Ready Common Core Language Handbook SAS Assessment Builder Teacher Developed Materials</p>	<p>Pages)</p> <p>Student Prompts</p> <p>District Writing Prompts</p> <p>Framing Your Thoughts Activities</p> <p>Ready Common Core Language Handbook (Independent Practice Pages)</p> <p>Ready Common Core Language Handbook (Independent Practice Pages)</p> <p>Ready Common Core Language Handbook (Independent Practice Pages)</p>
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<p>D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <ul style="list-style-type: none"> <li>D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul> <p><b>Response to Literature</b></p> <ul style="list-style-type: none"> <li>Core: draw evidence from literary texts or informational texts to support analysis, includes introduction sentence, three pieces of evidence with support, conclusion sentence, correct use of conventions</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>Core: teacher and peer conferences to develop and strengthen writing as needed by planning, revising, and editing</li> </ul> <p><b>Technology and Publication</b></p> <ul style="list-style-type: none"> <li>Intro: use technology to publish writing</li> </ul> <p><b>Conducting Research</b></p> <ul style="list-style-type: none"> <li>Intro: conduct short research projects that build knowledge about a topic</li> </ul>	<p>L3.2 L3.3</p>			
	<p><b>PA Core:</b> CC.1.4.3.S</p> <p><b>Core:</b> Begins at Grade 4</p>	<ul style="list-style-type: none"> <li>evidence</li> <li>support</li> <li>introduction</li> <li>conclusion</li> </ul>		
	<p><b>PA Core:</b> CC.1.4.3.T</p> <p><b>Core:</b> W.3.5</p>	<ul style="list-style-type: none"> <li>revise</li> <li>edit</li> </ul>		<p>Ready Common Core Independent Practice</p> <p>Readworks.org passages</p>
	<p><b>PA Core:</b> CC.1.4.3.U</p> <p><b>Core:</b> W.3.6</p>	<ul style="list-style-type: none"> <li>publish</li> </ul>		<p>Prompts</p>
	<p><b>PA Core:</b> CC.1.4.3.V</p> <p><b>Core:</b> W.3.7</p>	<ul style="list-style-type: none"> <li>research</li> </ul>		<p>Published piece</p>

			<p>Ready Common Core Short Responses in lessons (Refer to Ready Common Core Short Response Rubric or PSSA Short Response Rubric) Readworks.org open-ended responses</p> <p>Writing Process</p> <p>Demonstrate various forms of technology (Word, PowerPoint, etc.)</p> <p><b>Research projects begin in fourth grade</b></p> <p><b>**NOTE: Rubrics should be looked at.</b></p>	