

**Southington Public Schools
Curriculum Map**

Subject: English Language Arts - Writing

Grade: 3

UNIT TITLE	Building a Writing Life: Writing Personal Narratives	Writing Information Books with Authority and Voice	Writing a Convincing Argument
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> ● How writers discover strategies for generating ideas for writing. ● How writers develop their writing by focusing on the heart of the story. ● How writers study mentor texts as models to assist in the revision of their writing. <p>Content Vocabulary: Mentor Text Dependent Small moments Turning points Watermelon story Story seed Heart of the story</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> ● How writers generate topics of personal expertise. ● How writers plan and organize chapters before drafting. ● How writers draft and revise the chapters of their topic. ● How writers edit and prepare for publication. <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> ● How writers live like reporters and collect many entries. ● How writers gather support to write strong reviews. ● How writers persuade their readers' thinking by crafting words in a powerful way. ● How writers revise and edit. <p>Content Vocabulary: Mentor Text Dependent</p>
CT CORE STANDARDS	<p>Writing Standards 3 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Writing Standards 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>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 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>Writing Standards 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, ad audiences.</p>	<p>Writing Standards 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Writing Standards 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>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 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>Writing Standards 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, ad audiences.</p>	<p>Writing Standards 1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Writing Standards 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>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 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>Writing Standards 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>Writing Standards 10 – Write routinely over extended time frames (time for research,</p>

			<i>reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>
UNIT TITLE	Developing Characters Through Our Own Experiences and Perspectives	Expert Projects in a Content Area: Writing to Share Our Expertise	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers use strategies to plan their writing and develop a strong character. • How writers write in scenes that show the actions and feeling of a character rather than tell about it. • How writers take time to revise in order to be sure their writing is clear to those reading their stories. <p>Content Vocabulary: Mentor Text Dependent</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How writers use research to develop ideas. • How writers clearly organize information. • How writers elaborate by using details to support main ideas. <p>Content Vocabulary Mentor Text Dependent</p> <p>Small moments Turning points Watermelon story Story seed Heart of the story</p>	
CT CORE STANDARDS	<p>Writing Standards 3 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Writing Standards 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>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 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>Writing Standards 10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and</p>	<p>Writing Standards 2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Writing Standards 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>Writing Standards 5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Writing Standards 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>Writing Standards 7 – Conduct short research projects that build knowledge about a topic.</p> <p>Writing Standards 8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources</p>	

	<i>audiences.</i>	<i>and sort evidence into provided categories.</i> Writing Standards 10 – <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</i>
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