

CARTERVILLE SCHOOL DISTRICT
WRITING CURRICULUM
THIRD GRADE
Revised 2009

FIRST NINE WEEKS

The first nine weeks focuses on review of second grade writing concepts, introduction to third grade expectations, and opportunities for students to engage in self-selected writing to encourage confidence in their written word and to emphasize the connection between communication and writing.

- Review conventions:
 - Capital letters
 - Use of end marks
 - Subject/Predicate
 - Subject/Verb agreement
 - Run-on Sentences

- Introduce types of writing (focused, self selected)
- Introduce purposes for writing (to recount, to report, to explain to persuade / convince, to describe, to create) .
- Introduce pre-writing strategies (ways to find topics and graphic organizers).
- Introduce spelling strategies and use of classroom resources.
- Introduce stages of writing (prewriting, composing, evaluating, editing, publishing).
- Introduce writers' vocabulary (i.e. combining, rearranging, subtracting, expanding sentences...).
- Review editing (checklist, SOS sheet...).
- Introduce writing trait "voice" (writing should be directed to a specific audience and should include personal word choices; writing should show individuality of writer).
- Introduce writing trait "word choice" (there are many ways to communicate the same idea).

- Use time order words.
- Review of basic paragraph components (attention getter, topic sentence, 3 main ideas to support topic (facts or reasons), and Closing).
- Write a summary of a reading selection.
- Introduce concept of “small moment”, “zooming in”, or narrowing of topic.
- Write a personal narrative.
- Write a “How to” report (explanatory paragraph).

The following resources may be of use: Writing craft transparencies: 1A, 1B, 3A, 3B, 5A, and 5B (“A” transparencies are models of writing.), writing process transparencies: 2, 3, and 4, AND grammar /writing pages 23 – 25, 160, 162, 163, 172-175.

SECOND NINE WEEKS

The second nine weeks should be used to move from the basics of paragraph writing to include multiple paragraph pieces with a focus on revision as you write instead of revision after a piece is finished to prepare for ISAT writing.

- Identify key words from prompt.
- Turn prompt into topic sentence.
- Introduce “strong verbs” and “strong adjectives”.
- Introduce “sensory details”.
- Written work is fluent (sentences are of different length, have different beginning words, and have varying sentence patterns).
- Introduce the use of introductory words and transition words and/or phrases.
- Introduce use of commas in a series.
- Introduce graphic organizer used specifically for writing an essay.
- Introduce parts of essay (introductory paragraph, main idea paragraphs, and concluding paragraph).

- Introduce concept that good writers elaborate to create support with details
- Written work uses sensory details.
- Written work uses strong verbs.
- Introduce compare/contrast writing.
- Connect compare/contrast writing to reader's response.
- Write compare/contrast paper of characters or stories.
- Pre-write an essay.
- Choose "strong" facts to support topic.
- Written work is organized.
- Review friendly letter.
- Write friendly letter.
- Write a multi paragraph narrative or "how to" piece.

The following resources may be of use: Writing craft transparencies: 6A, 6B, 7A, 7B, 9A, 9B, 10A, 10B, 11A, 11B, 12A, 12B, 13A, 13B, 15A, and 15B ("A" transparencies are models of writing.), writing process transparencies: 9, 10, 11, 16, 17, and 18, AND grammar /writing pages 164-170.

THIRD NINE WEEKS

At this time the students should continue to review learned targeted areas and be writing weekly on focused topics. Mini lessons should be focused on finding strong facts to support topic sentence, the organization of those facts, and the elaboration of details.

- Continued use of strong verbs, sensory detail words, and strong adjectives.
- Continue to work on the elaboration of support and details.
- Continue planning with graphic organizer to include strong facts or reasons.
- Introduce persuasive essay writing.
- Use "persuasive words".

- Students will be able to tell whether a prompt is focused on expository, persuasive, or narrative writing.
- Continue to use introductory and transition words and/or phrases.
- Continue to write to communicate to a specific audience.
- Write a five paragraph expository essay before ISAT to prepare students for a timed response (can be used to fulfill district requirements).
- Write a five paragraph persuasive essay before ISAT to prepare students for a timed response (can be used to fulfill district requirements).

The following resources may be of use: Writing craft transparencies: 16A, 16B, 18A, 18B, 19A, 19B, 20A, 20B, 21A, 21B, 22A, 22B, 23A, 23B, 24A, 24B, 25A, 25B, writing process transparencies: 30-32, and grammar/writing pages 176-178.

FOURTH NINE WEEKS

The fourth nine weeks should be used to meet district writing requirements if not already met and to meet students' needs; the focus of which may change from year to year depending on students.

- District writing requirements met.
- Continue to use strong verbs, sensory detail words, and strong adjectives.
- Continue to work on the elaboration of support and details.
- Continue to use introductory and transition words and/or phrases.
- Continue to use writing to communicate for a specific purpose and audience.
- Continue to write with voice, strong word choice, organization, fluency, and conventions.
- Continue to elaborate a “small moment” when writing a narrative piece.