

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: 3rd Grade

Enduring Understanding: **WRITING** is a message-making, problem solving activity that increases in power and flexibility the more it is practiced.

Writers **DEVELOP A PROCESS** that supports them in developing habits and a process that works for them. (rehearsing/planning/pre-writing, drafting, revising, editing, publishing, establishing a writing identity)

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
<i>Writers develop ways to rehearse and plan for their work.</i>	I can use my time and tools in writing effectively.	Writers know how to organize their use of time and materials to support themselves in their work.				3.2.03 3.2.09 3.2.11 3.2.12 3.3.01	<ul style="list-style-type: none"> listing (as a planning tool) focus main idea/theme content supporting details extending <p><u>Planning Tools:</u></p> <ul style="list-style-type: none"> listing webbing sketching free-write diagram storytelling reading rereading past pieces talking with other writers 	<p><u>Product Assessments</u></p> <ul style="list-style-type: none"> Acuity Anecdotal notes Editing checklist Electronic portfolio Graphic organizers Peer evaluation Rubrics Self-evaluation Self-reflection Writer's folder Writer's notebook Writing portfolio Writing Road map Writing samples <p><u>techSteps Lessons</u></p> <ul style="list-style-type: none"> Is it Fact? Is it 	<p><u>LEARNING SKILLS OBJECTIVES</u></p> <p><u>Information & Communication Skills</u></p> <p>3-4.1.LS1 3-4.1.LS2 3-4.1.LS3</p> <p><u>Thinking & Reasoning Skills</u></p> <p>3-4.2.LS1 3-4.2.LS2 3-4.2.LS3 3-4.2. LS4</p> <p><u>Personal and Workplace Skills</u></p> <p>3-4.3.LS1 3-4.3.LS2 3-4.3.LS3 3-4.3.LS4 3-4.3.LS5 3-4.3.LS6</p> <p>TECHNOLOGY TOOLS</p>
	I can generate ideas for writing from my own life.	Writers write about what they know. They see their life as a source of ideas.							
	I can plan for the focus of a piece.	Writers can try different ways to focus a piece (e.g. main idea/theme, specific event, specific person, etc.)							
	I can plan for the content of a piece.	Writers have different ways to plan for the content so the piece has a focus that can be developed.							
	I can plan for details to support my ideas.	Writers think about important details to support and extend a main idea.							
	I can use a writer's notebook and/or folder to collect, experiment, plan, sketch, or draft ideas.	Writers record things they notice and collect artifacts (e.g. ticket stubs, photos, pamphlets, news/magazine clippings) that are meaningful to them.							

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
		A notebook helps them think, notice, and gather ideas for writing.					(sample) text • author study • intention	Fiction? • Who am I? • Mini Field Trip	OBJECTIVES <u>Information & Communication Skills</u> 3-4.1.TT1 3-4.1.TT2 3-4.1.TT3 3-4.1.TT4 3-4.1.TT5 3-4.1.TT6 3-4.1.TT7 3-4.1.TT8 3-4.1.TT9 3-4.1.TT10
	I can get ideas from other books and writers about how to approach a topic (reading like a writer).	Writers study craft to envision (imagine) <u>how</u> something could be written. This thought process gives writers energy and intention for their work.							
	I can write for a specific purpose.	Writers have various reasons to write. They write to explain, instruct, entertain, reflect, persuade, retell, plan, etc.					• specific • purpose		
	I can identify clear goals and understand how the goals will affect my writing.	Writers set goals so they continue to grow as a writer. (e.g. use time better, try a new genre, intentionally use a crafting technique, etc.)					• goals		
	I can try out different crafting techniques.	Writers actively try out different crafting techniques for using words, structures, layout, and punctuation in new and powerful ways. These techniques help make their writing stronger.					<u>crafting techniques</u> • using words (alliteration, simile, metaphors, idioms, specific nouns, strong adjectives, onomatopoeia, etc.) • structures (circular, see-saw, question/answer, ABC/number, repeating line to connect, vignettes, etc.) • layout • punctuation		<u>Thinking & Reasoning Skills</u> 3-4-2.TT1 3-4-2.TT2 3-4.2.TT3 3-4.2.TT4 <u>Personal and Workplace Skills</u> 3-4.3.TT1 3-4.3.TT2 3-4.3.TT4 3-4.3.TT6 3-4.3.TT7 <u>Technology Resources</u> • Digital Storytelling • Kidspiration • Odyssey • Readwritethink .org (selected
	I can write with a specific reader or audience in mind.	Knowing the audience helps a writer plan for content, genre, length, and language.					• audience • content • genre • topic • enrich • research		
	I can form questions to answer about a topic.	Asking questions helps the writer to explore the topic and to plan for and enrich content.							

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
		This strategy deepens their thinking and research.							lessons) • Thinkfinity.org • Wikipedia • Whiteboard • WVDE Teach 21 Strategy Bank • techSteps
	I can use various resources to gather information/ideas (with teacher assistance) about a topic.	Writers conduct research to learn more about their topic. Researching builds their knowledge-base so they can write clearly and accurately.					Research Resources: • books • magazines • Internet, • observation • interviews		
<i>Writers develop ways to draft and revise their work.</i>	I understand my role as the writer in a conference and can change my writing in response to peer or teacher feedback.	Writers talk with other writers about what they are trying to accomplish in their work.							
	I understand my role in responding to other writers in my class.	Writers respond to other writers. They listen for what the author is trying to accomplish, notice what works, and offer possibilities for revision.				3.2.02 3.2.03 3.2.04 3.2.05 3.2.06 3.2.07 3.2.08 3.2.09 3.2.10 3.2.11 3.2.12	• conference • revision • feedback • personal and workplace skills		
	I can write a draft or quick-write (write fast and as much as possible on a topic).	Writers draft to think about and explore a topic. This drafting helps them determine if they have enough knowledge and if the topic is meaningful enough for them to pursue.					• draft • topic • research • quick-write		
	I can gather information and then write it in my own words. I can include content-specific words.	Writers use pieces by other writers to add to their schema. They then take this information and create an original text.				3.3.01 3.3.02 3.3.03	• paraphrase • summarize • research • original • content-specific words • schema		
	I can stay focused on a topic and select/include details, examples, or evidence that will support it.	Writing is a message- making activity. To make the message clear,					• focus • details • evidence		

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
	I can reread each day before writing more. I can reread and ask, "Have I made clear what I want readers to understand?"	writing must have a focus with details, examples, or evidence that support it.					<ul style="list-style-type: none"> examples support central idea self-evaluate revise 		
	I can identify the most important part of a piece of writing.	Writer's can self-evaluate to guide their drafting and revision work.							
	As I revise, I can: <ul style="list-style-type: none"> <u>add</u> information by adding details to examples or evidence to make the meaning clearer; <u>take out</u> unnecessary words, phrases, or sentences; <u>reorder</u> a piece by cutting it apart or laying out the pages. I can move sentences around for better sequence; add letters, words, phrases, or sentences using a caret, asterisk, sticky note, or spider legs. 	<p>Writers revise to make their piece stronger and clearer.</p> <p>Revision is re-seeing. Writers don't have to get it right the first time.</p> <p>Writers have different options for revising content (add, take out, reorder).</p>					<ul style="list-style-type: none"> revise/revision caret asterisk spider-legs sequence content details reorder 		
<i>Writers develop ways to edit their work.</i>	I can use an editing checklist to edit for: <ul style="list-style-type: none"> conventional spelling of known and important words for publication; spelling errors by circling or underlining words that do not look right and trying again; capitalization and end punctuation; sentence sense. 	<p>Writers edit their work to check that spelling, punctuation, capitalization, and grammar are correct.</p> <p>Editing makes it easier for others to read and understand their work.</p>				3.2.02 3.2.03 3.2.04 3.2.05 3.2.06 3.2.07 3.2.08 3.2.10 3.2.11	<ul style="list-style-type: none"> edit editing checklist grammar conventional spelling invented spelling capitalization punctuation (commas, quotation mark, apostrophe, ellipses, etc.) 		
<i>Writers develop ways to</i>	I can begin to use reference tools (e.g. personal word lists, dictionaries, thesaurus) to	Writers use tools to help them check their spelling and expand their word choice.				3.2.01 3.2.02 3.2.03	<ul style="list-style-type: none"> expand publish 		

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
<i>publish their work.</i>	assist in word choice or checking spelling.	These tools help to make their work more enjoyable, clearer, and easier to read.				3.2.04 3.2.05 3.2.06 3.2.07 3.2.08 3.2.09	<ul style="list-style-type: none"> • publication • presentation • dedication • table of contents • graphics • illustration • book jacket • brochure • thesaurus 		
	I can add to the text during publication (e.g. illustrations and other graphics, cover, title, dedication, table of contents, about the author piece).	Writers consider various features to add when thinking about the presentation/publication of their piece. These features add to the quality of their published works.				3.3.01 3.3.02 3.3.03			
	I can create drawings that are related to the written text and increase readers' understanding and enjoyment.	Illustrators create drawings that add to and/or extend the meaning of the written text. These drawings add to the readers' enjoyment and understanding.							
<i>Writers develop a sense of deliberate purpose about their writing work.</i>	I can write in a variety of styles/forms across the year (personal narrative , descriptive essay , informational writing , poetry, realistic fiction, letter writing, test writing).	Writers learn about various genres because it gives them vision for writing. The vision comes from what they know about the kinds of writing that exist in the world. They ask, "What have I read that is like what I'm trying to write?"				3.1.12 3.2.03 3.2.04 3.2.09	<ul style="list-style-type: none"> • genre • vision • personal narrative • descriptive essay • informational writing (how-to, all about, reports) • realistic fiction • test writing 		
	I can write with initiative, investment, and independence. I can increase my stamina for writing across the year.	Writers set goals so they continue to grow as a writer and develop a good work ethic. (e.g. using time effectively, working independently, seeing value in the work they do, etc.)							

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
	I can: <ul style="list-style-type: none"> select my best pieces of writing for publication; identify the meaning or message of the piece; give reasons for the selections. 	<p>Writers publish their work so others can learn from it and/or enjoy it.</p> <p>Writers have goals and purposes for their work and can clearly explain why they publish a piece.</p>					<ul style="list-style-type: none"> publish purpose goal 		
	I can judge my own writing and talk about what is good about it and what techniques I used. I can use a rubric to help me identify these things with teacher support.	When writers assess their own work, they are recognizing and revealing how they are thinking, growing, and living as writers.					<ul style="list-style-type: none"> assess techniques rubric 		
	I can: <ul style="list-style-type: none"> attend to the language and craft of other writers in order to learn more as a writer; state what I learned about writing well after studying various pieces of writing (reading like a writer); work at the craft of writing by using new learning from instruction. 	<p>Writers are individual but not unique. Their work is more alike than different.</p> <p>Writers who can identify why a particular craft was used can understand and apply this learning to their own work in an intentional manner.</p> <p>Writers stand on the shoulders of other writers. Their writing life & voice is crafted by their reading life & voice.</p>					<ul style="list-style-type: none"> intent/intentionally craft voice 		

References/Resources:

Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
Buchner, Amiee, *Notebook Know-How*, Stenhouse Publishers, 2005.
Calkins, Lucy, *Units of Study for Primary Writing: A Yearlong Curriculum*, Portsmouth, New Hampshire, Heinemann, 2003.
Calkins, Lucy, *Units of Study for Teaching Writing 3-5*, Portsmouth, New Hampshire, Heinemann, 2006.
Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
Fletcher, Ralph and Portalupi, Jo Ann, *Teaching the Qualities of Writing*, Portsmouth, New Hampshire, Heinemann, 2004.
Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.
Heard, Georgia, *The Revision Toolbox*, Portsmouth, New Hampshire, Heinemann, 2002.

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Ray, Katie Wood, *About the Authors*, Portsmouth, New Hampshire, Heinemann, 2004.
Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.
Ray, Katie Wood, *What You Know by Heart*, Portsmouth, New Hampshire, Heinemann, 2002.

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: 3rd Grade

Enduring Understanding: **WRITING** is a message-making, problem solving activity that increases in power and flexibility the more it is practiced.

Writers have various ways to **CRAFT A PIECE OF WRITING** to make it clear and memorable.

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
<i>Writers have specific techniques for using language and words.</i>	I can begin to use strong verbs (e.g. struggled –vs.- tried).	Writers use specific nouns, strong verbs, and vivid adjectives to add details.						<i>Product Assessments</i> <ul style="list-style-type: none"> • Acuity • Anecdotal notes • Editing checklist • Electronic portfolio • Graphic organizers • Peer evaluation • Rubrics • Self-evaluation • Self-reflection • Writer's folder • Writer's notebook • Writing portfolio 	LEARNING SKILLS OBJECTIVES <u>Information & Communication Skills</u> 3-4.1.LS3 <u>Thinking & Reasoning Skills</u> 3-4.2.LS1 3-4.2.LS2 3-4.2.LS4 <u>Personal and Workplace Skills</u> 3-4.3.LS1 3-4.3.LS3 3-4.3.LS4 3-4.3.LS6 TECHNOLOGY TOOLS OBJECTIVES <u>Information & Communication Skills</u> 3-4.1.TT1 3-4.1.TT2 3-4.1.TT3 3-4.1.TT4
	I can begin to use specific nouns. (e.g. Coca-Cola –vs.- pop or drink).	These crafting techniques make writing clearer, more vivid, and more precise.					<ul style="list-style-type: none"> • dialogue • monologue • specific nouns • strong verbs, • adjectives • thesaurus • vivid • precise • sensory details 		
	I can begin to use choice adjectives (e.g. gracious –vs.- nice).					3.1.01 3.1.03 3.1.11			
	I can use language to <u>show</u> and not just <u>tell</u> what is happening.	Writers can <u>show</u> not just <u>tell</u> , by adding: <ul style="list-style-type: none"> • what the characters are thinking and feeling; • revealing actions of the characters; • sensory details; • dialogue; • specific nouns; • strong verbs; • descriptive adjectives. 				3.2.02 3.2.04 3.2.11 3.3.01 3.3.03			
	I can use figurative language to make comparisons. (simile, metaphor)	Writers use similes and metaphors to create strong sensory images and a connection between the reader and the text.					<ul style="list-style-type: none"> • simile • metaphor • sensory image 		
	I can use transitional words for time flow. (after, then)	Writers use transitional words to indicate the passage and/or sequence of time and					<ul style="list-style-type: none"> • transitional words 		

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
		events. They also use them as an organizational tool.						it Fiction? • Who am I? • Mini Field Trip	3-4.1.TT5 3-4.1.TT6 3-4.1.TT7 3-4.1.TT8 3-4.1.TT9 3-4.1.TT10 <u>Thinking & Reasoning Skills</u> 3-4.2.TT1 3-4.2.TT2 3-4.2.TT3 3-4.2.TT4 <u>Personal and Workplace Skills</u> 3-4.3.TT1 3-4.3.TT6 <u>Technology Resources</u> • Digital Storytelling • Kidspiration • Odyssey • Readwritethink.org (selected lessons) • Thinkfinity.org • Wikipedia • Whiteboard • WVDE Teach 21 Strategy Bank • techSteps
	I can learn new words from reading and try them out in writing.	Writers pay attention to how other writers use words and actively use these words in their writing.							
<i>Writers have specific techniques for organizing a narrative text.</i>	I can write a narrative text that: <ul style="list-style-type: none"> • is organized/ordered by time; • uses the structure and elements of Somebody Wanted But So (SWBS); • reflects a story structure diagram. 	Writers know that stories have features that readers expect and they include these elements in their stories.				3.1.08 3.2.04 3.2.09	<ul style="list-style-type: none"> • narrative • story structure • rise in tension • turning point • resolution • focus • main idea • theme • event 		
	I can focus a story around a main idea (theme).	Writers understand that there are different ways they can focus a story.				3.3.01 3.3.02 3.3.03			
	I can focus a story around a specific event.								
<i>Writers have specific techniques for organizing a descriptive essay.</i>	I can write using vivid and specific details that <i>show</i> rather than <i>tell</i> what I am describing.	Writers have a particular reason for writing a descriptive essay . The description helps to create a particular view or emotion (admiration, strength, empathy, etc.) and helps to create a vivid experience for the reader.				3.1.08 3.2.04 3.2.09 3.3.01 3.3.02 3.3.03	<ul style="list-style-type: none"> • vivid • details • descriptive essay • experience • emotion • point of view • observation • quality • feature • characteristics <u>senses</u> sight sound smell touch taste		
	I can use observations (qualities, features, details, characteristics) to describe a: <ul style="list-style-type: none"> • person ; • place; • memory; • experience; • object. 								
	I can focus my essay using the five senses: <ul style="list-style-type: none"> • sight • sound • smell • touch 								

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
	<ul style="list-style-type: none"> taste 								
<i>Writers have specific techniques for organizing an informational text.</i>	I can write an informational text that is ordered by logic (e.g. categories, sequences, ideas related to each other).	Writers group chunks of information together that make sense.					<ul style="list-style-type: none"> informational descriptive essay category sequence content words <p><u>Text Tools:</u></p> <ul style="list-style-type: none"> table of contents chapter titles headings graphics diagram cross-section label chart caption photograph illustration 		
	I can use headings, a table of contents, and other text tools to help the reader find information and understand how facts are related.				3.1.14 3.2.04 3.2.09 3.2.11 3.2.12				
	I can use graphics (diagrams, illustrations, photos, charts, etc) to provide information.	Writers include various nonfiction text tools to support the reader in locating information and seeing how facts are connected.			3.3.01 3.3.02 3.3.03				
<i>Writers have specific techniques that can be used for a variety of essays.</i>	I can write texts that are structured/organized in different ways (e.g. circular, question/answer, repeating phrase with vignettes, see-saw, problem-solution, cause and effect, compare-contrast, time sequence, etc.)	Writers know there are different ways to structure/organize a piece. The structure is not genre specific, but it does impact how parts of a piece link together.					<u>Text Structures:</u>		
	I can use a variety of beginnings to engage the reader (e.g. descriptive, dialogue, a question, etc.)	Writers know there are different ways to open a piece. They choose the one that best engages the reader.				3.2.04 3.2.09	<ul style="list-style-type: none"> lead hook descriptive dialogue 		
	I can create a memorable ending by using a variety of techniques to engage and satisfy readers.	Writers know there are different ways to close a piece. They choose the one that best satisfies the reader. Some options are:					<ul style="list-style-type: none"> circular lesson memorable ending summarize restate 		

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
		<ul style="list-style-type: none"> • surprise • circular • lesson • summarize or restate • express a feeling • address the reader 					<ul style="list-style-type: none"> • express • address the reader 		
	I can introduce ideas followed by supporting details and examples.	Writers support their main ideas with clear details and examples.				3.2.02 3.2.03 3.2.04 3.2.09	<ul style="list-style-type: none"> • supportive details • main idea • accurate • relevant • evidence • example 		
	I can provide supporting details that are accurate, relevant, and helpful.								
	I can vary the type and length of my sentences.		Writers vary their sentences to make the writing more interesting and clearer.						
<i>Writers create an individual style.</i>	I can write in a way that speaks directly to the reader. I can state information in a unique or surprising way.	Writers have their own individual voice . This voice comes through in the words and phrases they use.				3.2.04 3.2.09	<ul style="list-style-type: none"> • voice 		

References/Resources:

- Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
 Buchner, Amiee, *Notebook Know-How*, Stenhouse Publishers, 2005.
 Calkins, Lucy, *Units of Study for Primary Writing: A Yearlong Curriculum*, Portsmouth, New Hampshire, Heinemann, 2003.
 Calkins, Lucy, *Units of Study for Teaching Writing 3-5*, Portsmouth, New Hampshire, Heinemann, 2006.
 Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
 Fletcher, Ralph and Portalupi, Jo Ann, *Teaching the Qualities of Writing*, Portsmouth, New Hampshire, Heinemann, 2004.
 Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.
 Heard, Georgia, *The Revision Toolbox*, Portsmouth, New Hampshire, Heinemann, 2002.
 Ray, Katie Wood, *About the Authors*, Portsmouth, New Hampshire, Heinemann, 2004.
 Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.
 Ray, Katie Wood, *What You Know by Heart*, Portsmouth, New Hampshire, Heinemann, 2002.

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: 3rd Grade

Enduring Understanding: **WRITING** is a message-making, problem solving activity that increases in power and flexibility the more it is practiced. Writers have various **CONVENTIONS** they consider that makes their work more accessible to their audience.

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills	
<p><i>Writers have various conventions they consider to make their work easy to read and understand.</i></p>	I can begin to use an editing checklist to find errors.	<p>Writers understand that writing is a message-making activity.</p> <p>Writers respect the reader by applying what is known to correct errors and make writing more readable and enjoyable.</p>					<ul style="list-style-type: none"> • editing checklist 	<u>Product Assessments</u> <ul style="list-style-type: none"> • Acuity • Anecdotal notes • Editing checklist • Electronic portfolio • Graphic organizers • Peer evaluation • Rubrics • Self-evaluation • Self-reflection • Writer's folder • Writer's notebook • Writing portfolio • Writing Road map • Writing samples 	<p>LEARNING SKILLS OBJECTIVES</p> <p><u>Personal and Workplace Skills</u></p> <p>3-4.3.LS1 3-4.3.LS2 3-4.3.LS3 3-4.3.LS4 3-4.3.LS5 3-4.3.LS6</p> <p>TECHNOLOGY TOOLS OBJECTIVES</p> <p><u>Information & Communication Skills</u></p> <p>3-4.1.TT1 3-4.1.TT2 3-4.1.TT3 3-4.1.TT4 3-4.1.TT5 3-4.1.TT6 3-4.1.TT7 3-4.1.TT8 3-4.1.TT10</p> <p><u>Thinking & Reasoning Skills</u></p> <p>3-4.2.TT1 3-4.2.TT2 3-4.2.TT3 3-4.2.TT4</p> <p><u>Personal and Workplace Skills</u></p>	
	<p>I can:</p> <ul style="list-style-type: none"> • spell many common (high frequency) words correctly; • find and correct some spelling errors; • spells words that have been studied (spelling words) (e.g. contractions, possessives, compound words, various sound patterns); • words with regular letter-sound relationships (including blends, digraphs, and some vowel patterns) and commonly used endings; • use knowledge of syllables and sound patterns to generate multisyllabic words accurately or close to accurately. 					<p>3.2.01 3.2.02 3.2.03 3.2.05 3.2.06 3.2.07 3.2.08 3.2.10 3.2.11</p>	<ul style="list-style-type: none"> • contraction • possessive • compound word • multi-syllable • blends • digraphs • vowel patterns • conventional spelling • invented spelling 	<ul style="list-style-type: none"> • Peer evaluation • Rubrics • Self-evaluation • Self-reflection • Writer's folder • Writer's notebook • Writing portfolio • Writing Road map • Writing samples 		
	<p>I can use:</p> <ul style="list-style-type: none"> • the layout of print and illustrations to convey the meaning of the text; • underlining, italics, and bold print to convey meaning. 						<ul style="list-style-type: none"> • layout • italics • bold • convey 	<ul style="list-style-type: none"> • Writing Road map • Writing samples 	<p><u>techSteps Lessons</u></p> <ul style="list-style-type: none"> • Is it Fact? Is it Fiction? • Who am I? • Mini Field Trip 	
	I can use conventional structure for both simple and compound sentences.							<ul style="list-style-type: none"> • simple sentence • compound sentence 		
	I can use subject/verb agreement.							<ul style="list-style-type: none"> • subject/verb agreement 		
	I can use capital letters for the first word of a sentence, proper nouns, for emphasis, and in the							<ul style="list-style-type: none"> • capital letter • uppercase letter • proper noun 		

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year

greeting/ closing of a letter.				<ul style="list-style-type: none"> • greeting • closing • emphasis 		3-4.3.TT1 3-4.3.TT6
I can begin to understand and correctly use: <ul style="list-style-type: none"> • periods, exclamation points, and question marks as ending marks; • ellipses to show pause or anticipation, usually before something surprising; • commas to identify a series; • quotation marks to indicate simple dialogue. 				<u>Punctuation</u> <ul style="list-style-type: none"> • period • exclamation point • question mark • ending mark • ellipses • pause • anticipation • commas • quotation mark • dialogue 		<u>Technology Resources</u> <ul style="list-style-type: none"> • Digital Storytelling • Kidspiration • Odyssey • Readwritethink.org (selected lessons) • Thinkfinity.org • Wikipedia • Whiteboard • WVDE Teach 21 Strategy Bank • techSteps
I can use a word processor to plan, draft, revise, edit, and publish.				<ul style="list-style-type: none"> • word processor • cut • paste • plan • draft • revise • edit • publish 		
I can write in both manuscript and cursive handwriting with appropriate spacing.				<ul style="list-style-type: none"> • manuscript • cursive • spacing • legible 		

References/Resources:

Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.
Buchner, Amiee, *Notebook Know-How*, Stenhouse Publishers, 2005.
Calkins, Lucy, *Units of Study for Primary Writing: A Yearlong Curriculum*, Portsmouth, New Hampshire, Heinemann, 2003.
Calkins, Lucy, *Units of Study for Teaching Writing 3-5*, Portsmouth, New Hampshire, Heinemann, 2006.
Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, Heinemann, 1991.
Fletcher, Ralph and Portalupi, Jo Ann, *Teaching the Qualities of Writing*, Portsmouth, New Hampshire, Heinemann, 2004.
Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.
Heard, Georgia, *The Revision Toolbox*, Portsmouth, New Hampshire, Heinemann, 2002.
Ray, Katie Wood, *About the Authors*, Portsmouth, New Hampshire, Heinemann, 2004.
Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.
Ray, Katie Wood, *What You Know by Heart*, Portsmouth, New Hampshire, Heinemann, 2002.

Items in **BOLD face print** are introduced at this grade level.

Time frames are shaded: B = Beginning of Year; M = Middle of Year; E = End of Year