

Curriculum Map 3rd Grade Writing

TIME INTERVALS & STANDARDS	CONTENT Major Topics	LEARNING OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS
<p style="text-align: center;">On-going</p> <p>Illinois Learning Standards</p> <p style="text-align: center;">3.B</p>	<p>ORGANIZATIONAL STRATEGIES</p>	<p>Students will learn pre-writing and organizational strategies with each type of writing. <i>(3.B.1a)</i></p> <p>Students will use editing checklists to revise their paper with and without teacher assistance. <i>(3.B.2a)</i></p>	<p>Modeled writing experiences</p> <p>Shared writing experiences</p> <p>Graphic organizer</p> <p>Editing checklists</p> <p>Lessons from Daily 6 Trait Writing</p> <p>Teacher conferencing</p>	<p>Teacher observations</p> <p>Classroom performance</p>

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<p style="text-align: center;">On-going</p> <p style="text-align: center;">Illinois Learning Standards</p> <p style="text-align: center;">3.A</p>	<p style="text-align: center;">PARAGRAPH STRUCTURE</p>	<p>Students will understand and create topic sentences in their writing. (3.A.2)</p> <p>Students will understand the purpose of a closing statement that relates to the topic sentence. (3.A.2)</p>	<p>Modeled writing experiences</p> <p>Shared writing experiences</p> <p>Lessons from Core Reading Series</p> <p>Lessons from Daily 6 Trait Writing</p>	<p>Teacher observations</p> <p>Classroom performance</p> <p>Completed assignments</p>
<p style="text-align: center;">Illinois Learning Standards</p> <p style="text-align: center;">3.B</p>		<p>Students will support their topic with at least 4 sentences. (3.B.2c)</p> <p>Students will organize their ideas in a logical or sequential manner. (3.B.2a)</p>	<p>Modeled writing experiences</p> <p>Shared writing experiences</p>	<p>Teacher observations</p> <p>Classroom performance</p> <p>Completed assignments</p>

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<p style="text-align: center;">Illinois Learning Standards</p> <p style="text-align: center;">3.C</p>	<p style="text-align: center;">GENRE, continued</p>	<ul style="list-style-type: none"> • writing a body paragraph that gives examples of the points of emphasis and use descriptive vocabulary. • writing a paper that has a definite plan and has transitions that connect the paper as a whole. <p>Students will demonstrate understanding of persuasive writing by: (3.C.2a)</p> <ul style="list-style-type: none"> • writing an introductory paragraph that states their opinion on a topic and includes two supporting reasons. • writing a paper that explains and supports their opinion using descriptive vocabulary and varied sentence structure. • including a closing statement that restates their opinion. • writing with a plan and using transitions to connect the paper. 		

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Illinois Learning Standards 5.A, 5.C	GENRE, continued	Students will use a variety of resources to research a topic and write a summary of the information in their own words. (5.A.1b, 5.C.1b)		
5.B		Students will cite the title and author of their sources. (5.B.1b)		
3.C		Students will create an original folktale or tall tale after teacher modeling. (3.C.1b)		
3.B		Students will identify the five parts of a friendly letter.		
5.C		Students will write a letter with all 5 parts and use correct punctuation. (5.C.1a)		
3.B		Students will practice the correct way to address an envelope. (3.B.1b) Students will write poetry with teacher modeling and assistance. (3.B.1b)		

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