

KPBSD ELA CURRICULUM

3RD GRADE – WRITING STANDARDS

Desired Results

<p>PRIORITY STANDARDS</p> <p>3.W.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.)</p> <p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including third grade.)</p> <p>3.W.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 and to locate information about topics.</p> <p>3.W.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>SUPPORTING STANDARDS</p> <p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).</p> <p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> How to demonstrate clear and coherent writing, with guidance. How to develop and improve writing by planning, revising, and editing with guidance. How to use technology to produce and publish (using keyboarding skills) writing with guidance and support from adults, likewise as a tool to collaborate, and locate, information about topics. How to use prior knowledge, to recall information from experiences, or gather sources from print and digital media. 	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> How do writers select the genre of writing for a specific purpose and audience? How do essential components of the writing process guide writers in the communication of ideas? How does the selection of resources impact the quality and validity of the research process and product? How do regular, varied writing opportunities make you a stronger writer? How do writers use technology to produce and publish writing?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to write to inform and explain ideas to others clearly. How to stay focused and organized (write a topic sentence, detail sentences, and concluding sentence) in different types of writing. How to plan, revise, and edit their writing with the help of peers and adults. How to use technology to create and publish their writing. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Constructing an opinion piece that clearly states their point and view and provides reasons to support. Writing an informative/explanatory piece with a clear topic and examine ideation clearly. Researching a topic and gathering data to build knowledge through investigation. Using narrative writing to recall relevant information from experiences or gather 	

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<p>3.W.3: Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p> <p>3.W.7: Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • How to take notes to help me organize the research in my writing. 	<p>information from print and digital sources to support selected topics.</p>
Evidence		
Evaluative Criteria	Assessment Evidence	
<p>Based on Standards: Student sample writing portfolio Teacher and Learner Self Reflection Rubric Teacher and Learner Self Reflection Checklist Teacher and Learner Conference</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • ELA Common Writing Assessment • Journeys Writing Assessment • Writing Fluency 	
	<p>OTHER EVIDENCE: PEAKS (mandatory) EdPerformance (not required, varies from school to school) District/ State</p>	
Vocabulary		
<p>Opinion Reasons Introduce Conclude Linking Words and Phrases (Transitions) Point of View Informative/Explanatory Narrator Real Imagined Dialogue Closure Temporal (Time Order) Words</p>	<p>Conventions Digital Publish Collaborate Research Sources Evidence Categorize Audience Applications Arrow Key Buttons Bold</p>	<p>Desktop Edit Entry Bar File Graphic Homepage Hyperlink Landscape Line Spacing Links Mouse Multimedia Paste</p>

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Narrative Purpose Organization Task (Type of Writing) Planning Revising Editing	Chart Clipart Copy Credits Cursor Database Delete	Portrait Research Save Save As Search Search Engine Web Browser
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Technology Skills

- I can...
- Click on icons, buttons, and menus to produce a desired outcome (font, size, bold, underline, alignment, text color).
 - Demonstrate developmentally appropriate keyboarding skills.
 - Locate and use basic parts of digital devices (desktop, laptop, digital cameras, other digital devices, etc.).
 - Follow lab and classroom rules related to responsible use of digital equipment.
 - Use operating systems, user interfaces, or web applications (file management, basic settings, save, save as, delete, copy, paste, etc).
 - Define and label various technical system terms (computer, monitor, keyboard, headphones, speaker, mouse, printer, cursor, icon).
 - Define and apply knowledge of technology process terminology (print, exit, close, open, click, drag, scroll, login, log-off, menu bar, save, bookmark, email).