



CAMP HILL SCHOOL DISTRICT

THIRD GRADE: **Writing Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Text Types and Purposes

BIG IDEAS:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<ol style="list-style-type: none"> 1. How do we persuade our audience to understand our point of view? 2. How do we clearly inform or explain a chosen topic or idea to our audience? 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<ol style="list-style-type: none"> 1. Demonstration – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing <u>Independent Practice</u> – independent writing 2. Demonstration – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing <u>Independent Practice</u> – independent writing 	<ol style="list-style-type: none"> 1. Grade level specific persuasive writing pieces Comprehension questions Reading response activities 2. Grade level specific informative writing pieces Comprehension questions Reading response activities 	<ol style="list-style-type: none"> 1. Grade level rubrics Graphic organizers Checklists SAS Website Use media themes to dissect ads for persuasive content Reading response activities A model piece 2. Grade level rubrics Graphic organizers Checklists A model piece Shared read aloud (i.e. Weekly Reader) SAS Website Reading response activities



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COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Text Types and Purposes – PAGE 2

BIG IDEAS:

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Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>3. How do we write a story with a clear beginning, middle, and end? How do we develop character and plot to tell a story?</p>	<p>3. Write narratives to develop real or imagined experiences or events using elective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none">a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c. Use temporal words and phrases to signal event order.d. Provide a sense of closure.	<p>3. Demonstration – model format and expectations Shared Demonstration – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples Guided Practice – peer and teacher conferencing Independent Practice – independent writing</p>	<p>3. Grade level specific Narrative writing pieces Comprehension questions Reading response activities</p>	<p>3. Grade level rubrics Graphic organizers Checklists A model piece SAS Website Reading response activities</p>



CAMP HILL SCHOOL DISTRICT

THIRD GRADE: **Writing Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Production and Distribution of Writing

BIG IDEAS:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>4. How do we develop and organize our ideas to match the purpose of a writing topic?</p> <p>5. How do we use peers and adults to strengthen our writing through planning, revising, and editing?</p> <p>6. How do we publish and share our writing?</p>	<p>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>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 grade 3 on pages 28 and 29.)</p> <p>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>4. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <u>Guided Practice</u> – peer and teacher conferencing <u>Independent Practice</u> – independent writing</p> <p>5. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <u>Guided Practice</u> – peer and teacher conferencing <u>Independent Practice</u> – independent writing</p> <p>6. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <u>Guided Practice</u> – peer and teacher conferencing <u>Independent Practice</u> – independent writing</p>	<p>4. Grade level specific writing pieces</p> <p>5. Grade level specific writing pieces.</p> <p>6. Grade level specific writing pieces.</p>	<p>4. Grade level rubrics Graphic organizers Checklists A model piece SAS Website Reading response activities</p> <p>5. Grade level rubrics Graphic organizers Checklists A model piece SAS Website</p> <p>6. Grade level rubrics Graphic organizers Checklists A model piece SAS Website</p>



CAMP HILL SCHOOL DISTRICT
THIRD GRADE: Writing Standards

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Range of Writing

BIG IDEAS:

10. 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 tasks, purposes, and audiences.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>10. What choices can we make to match the purpose or audience in a given writing assignment?</p>	<p>10. 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.</p>	<p>10. <u>Demonstration</u> – model format and expectations <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples <u>Guided Practice</u> – peer and teacher conferencing <u>Independent Practice</u> – independent writing</p>	<p>10. Grade level specific writing pieces</p>	<p>10. Rubrics SAS Website Math Journals Reading Response Cold Write prompts Reading response activities Released PSSA prompts Comprehension work Math explanations Writing Workshop</p>



CAMP HILL SCHOOL DISTRICT

THIRD GRADE: **Language Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Conventions of Standard English

BIG IDEAS:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<ol style="list-style-type: none"> 1. How do we use grammar correctly when writing or speaking? 2. How do we use proper conventions in writing? 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ol style="list-style-type: none"> 1. Demonstration – model skills and expectations <u>Shared Demonstration/Guided Practice</u> – review and apply skills and expectations <u>Independent Practice</u> – GUMS books, Daily Language Reviews and writing pieces 2. Demonstration – model skills and expectations <u>Shared Demonstration/Guided Practice</u> – review and apply skills and expectations <u>Independent Practice</u> – GUMS books, Daily Language Reviews and writing pieces 	<ol style="list-style-type: none"> 1. Corrected Daily Language Reviews Grammar tests and quizzes Grade level writing pieces Content specific tests/quizzes 2. Corrected Daily Language Reviews Grammar tests and quizzes Grade level writing pieces Content specific tests/quizzes 	<ol style="list-style-type: none"> 1. Daily Language Reviews G.U.M.S. books Comprehension Questions (i.e. online Weekly Reader) SAS Website I Pad Apps 2. Daily Language Reviews G.U.M.S. books Comprehension Questions Educational word games Spelling City SAS Website



CAMP HILL SCHOOL DISTRICT
THIRD GRADE: Language Standards

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Knowledge of Language

BIG IDEAS:

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>3. How do our word choices affect our audience when writing and speaking?</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>3. Demonstration – model skills and expectations</p> <p>Shared Demonstration/Guided Practice – review and apply skills and expectations</p> <p>Independent Practice – GUMS books, Daily Language Reviews and writing pieces</p>	<p>3. Grade level writing pieces</p> <p>Comprehension questions</p> <p>Power word sentences (spelling tests)</p> <p>Fluency with own work</p>	<p>3. Grade level writing pieces</p> <p>Power Words</p> <p>G.U.M.S. Books</p> <p>SAS Website</p>



CAMP HILL SCHOOL DISTRICT

THIRD GRADE: **Language Standards**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Vocabulary Acquisition and Use

BIG IDEAS:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>4. What skills do we use to determine the meaning of unknown words?</p> <p>5. What skills do we use to understand words and phrases with multiple meanings?</p> <p>6. How do we use appropriate conversational language to convey meaning?</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>4. <u>Demonstration</u> – model skills and expectations <u>Shared Demonstration/Guided Practice</u> – review and apply skills and expectations <u>Independent Practice</u> – GUMS books, Daily Language Reviews and writing pieces Reading</p> <p>5. <u>Demonstration</u> – model skills and expectations <u>Shared Demonstration/Guided Practice</u> – review and apply skills and expectations <u>Independent Practice</u> – GUMS books, Daily Language Reviews and writing pieces</p> <p>6. <u>Demonstration</u> – model skills and expectations <u>Shared Demonstration/Guided Practice</u> – review and apply skills and expectations <u>Independent Practice</u> – GUMS books, Daily Language Reviews and writing pieces</p>	<p>4. Vocabulary quizzes Reading response activities Language Arts unit tests Daily Language Reviews</p> <p>5. Reading response activities Comprehension tests Corrected Daily Language Reviews Language Arts unit tests</p> <p>6. Language Arts unit tests Reading response activities Comprehension tests Corrected Daily Language Reviews</p>	<p>4. Dictionary/Thesaurus Reading response activities Educational word games/flash cards Guided Reading SAS Website</p> <p>5. Figurative Language activities Guided Reading Educational word games Reading response activities SAS Website LFS Strategies: (i.e. Word maps /splashes/walls)</p> <p>6. Guided Reading Educational word games Reading response activities</p>

