

# Third Grade Level Writing Map

Grade: 3

Course: 3rd Grade Writing



South Seneca Elementary School

Developed by: *Stacey Clark*


Based on the Work of: *Cindy Dresser, Patti Carol Perry, Kimbly Boland*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p><b>Off to Adventure (4 weeks)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p><b>Off to Adventure (2 weeks)</b></p> <p><b>Celebrating Traditions (2 weeks)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"><li>• Personal Narrative (teacher/student choice)</li><li>• Friendly Letter (teacher choice) (Format: heading (return address and date), greeting, body, closing, signature)</li></ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in the anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum) -- quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> within Reading series/see PIP Project</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Use 3 paragraph hamburger (from 2nd grade)</p> <p> <a href="#">Graphic Org 2-3 Revised 05.doc (File size: 25KB )</a></p> <p><u>Checklist for revising and editing:</u> Introduce and model checklist, spelling dictionary</p> <p><b>Benchmark for Composition:</b> Three paragraph</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"><li>• Personal Narrative (teacher/student choice)</li><li>• Friendly Letter (teacher choice) (Format: heading (return address and date), greeting, body, closing, signature)</li><li>• Writing Instructions (student choice)</li><li>• Writing Poetry (teacher choice)</li></ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in the anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> within Reading series/see PIP Project</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Edit with full teacher support, begin peer editing, Final Copy</p> <p><u>Graphic Organizer:</u> Use 3 paragraph hamburger</p> <p> <a href="#">Graphic Org 2-3.doc (File size: 25KB )</a></p> <p><u>Checklist for revising and editing:</u> Introduce and model checklist, spelling dictionary</p> <p><b>Benchmark for Composition:</b> Three paragraph</p>

	<p>essay</p> <p><b><u>Six Traits of Writing:</u></b> Ideas</p>	<p>essay</p> <p><b><u>Six Traits of Writing:</u></b> Organization</p>
<p><b>Skills</b></p>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• write a complete sentence</li> <li>• answer a question in a complete sentence</li> <li>• types of sentence</li> <li>• combine sentences using and, but, or</li> <li>• write 3 to 5 sentence paragraph with thesis statement (topic sentence) and supporting sentences (model, practice)</li> <li>• develop topic (main idea) sentence</li> <li>• understand the prompt (key words)</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question, personal experience)</li> <li>• write a good ending (reflection of feelings)</li> <li>• write a friendly letter using proper format</li> <li>• rhyming words</li> <li>• stay on topic/keep the focus</li> <li>• write manuscript legibly</li> <li>• begin lower case D'Nealian cursive</li> </ul> <p>Six Traits:</p> <ul style="list-style-type: none"> <li>• choose a manageable topic</li> <li>• incorporate relevant details</li> </ul> <p><u>Note-taking:</u> story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> </ul>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• understand the prompt (key words)</li> <li>• use bullets to plan</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question, personal experience)</li> <li>• write a good ending (reflection of feelings, calm resolution, summary)</li> <li>• use descriptive details</li> <li>• answer a question in a complete sentence while transferring part of the question into the answer</li> <li>• types of sentences</li> <li>• combine sentences using and, but, or</li> <li>• write 3 to 5 sentence paragraph with thesis statement (topic sentence) and supporting sentences (model practice)</li> <li>• develop topic (main idea) sentence</li> <li>• rhyming words</li> <li>• sequence details in a story</li> <li>• use exact nouns</li> <li>• use sensory language</li> <li>• write manuscript legible</li> <li>• continue lower case D'Nealian cursive</li> </ul> <p>Six Traits"</p> <ul style="list-style-type: none"> <li>• introduction to peer editing</li> <li>• write and introduction and conclusion</li> <li>• sequence the story or essay</li> <li>• use appropriate pacing</li> </ul> <p><u>Note-taking:</u> story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall</p>

	<ul style="list-style-type: none"> <li>• use of proofreading marks</li> <li>• capitalization and punctuation skills</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u> DLP ongoing</p>	<p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• common and proper nouns</li> <li>• special plural nouns</li> <li>• singular and plural nouns</li> <li>• writing compound sentences with "and" and "but"</li> <li>• introduce comma in compound sentence</li> <li>• correcting run-on sentences</li> <li>• comma in a series</li> <li>• begin sentences with capital letters</li> <li>• capitalize "I"</li> <li>• capitalize people and places</li> <li>• capitalization and punctuation skills</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u> DLP ongoing</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> </ul> <p> <a href="#">Writing Rating Grade 3 Revised.doc (File size: 40KB )</a></p> <ul style="list-style-type: none"> <li>• On-demand 3-paragraph writing task</li> <li>• Writing folder</li> <li>• Gates Reading Test (Fall test)</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Theme Test: 1 with teacher support</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>
<b>Resources</b>		

# Third Grade Level Writing Map

Grade: 3

Course: 3rd Grade Writing


South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Cindy Dresser, Patti Carol Perry, Kimbly Boland*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p><b>Celebrating Traditions (4 weeks)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p><b>Celebrating Traditions (1 week)</b></p> <p><b>Incredible Stories (2 weeks)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Writing Instructions (student choice)</li> <li>• Writing Poetry (teacher choice)</li> <li>• Compare/contrast paragraphs (teacher, student choice)</li> <li>• Fables: vocabulary, character, and moral</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum) --quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series -- see PIP project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Model 5 paragraph hamburger (shared writing piece with entire class)</p> <p> <a href="#">Graphic Org 3-4.doc (File size: 27KB )</a></p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Writing Instructions (student choice)</li> <li>• Writing Poetry (teacher choice)</li> <li>• Compare/contrast paragraphs (story vs. poem -- teacher/student choice)</li> <li>• Fictional story (teacher/student choice)</li> <li>• Opinion paragraph (teacher/student choice)</li> <li>• Fables: vocabulary, character, and moral</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in the anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series -- see PIP project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Continued model of 5 paragraph hamburger (shared writing pieces with entire class)</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 3 paragraph essay</p>

	<p><b>Benchmark for Composition:</b> 3 paragraph essay</p> <p><b>Six Traits of Writing:</b> Fluency</p>	<p><b>Six Traits of Writing:</b> (Review) Ideas, Organization, Fluency, (New) Conventions</p>
<p><b>Skills</b></p>	<p><b>Composition Skills:</b></p> <ul style="list-style-type: none"> <li>• understand the prompt (key words)</li> <li>• use bullets to plan</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question, personal experience)</li> <li>• write a good ending (reflection of feelings, calm resolution, summary)</li> <li>• use descriptive details</li> <li>• answer a question in a complete sentence while transferring part of the question into the answer</li> <li>• sequence details in a story</li> <li>• use exact nouns</li> <li>• begin D'Nealian cursive handwriting -- upper case</li> </ul> <p>Six Traits:</p> <ul style="list-style-type: none"> <li>• use varied sentence structure to enhance meaning</li> <li>• use sensory language</li> <li>• combine sentences using and, but, or</li> <li>• types of sentences</li> <li>• use paragraphs with topic (main idea) sentence</li> <li>• write an introduction with a thesis sentence</li> </ul> <p><u>Note-taking:</u> story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall</p> <p><b>Grammar/Usage/Mechanics:</b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> </ul>	<p><b>Composition Skills:</b></p> <ul style="list-style-type: none"> <li>• understand the prompt (key words)</li> <li>• use bullets to plan</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question, personal experience, opinion about the topic, description of characters, setting)</li> <li>• write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)</li> <li>• use descriptive details</li> <li>• answer a question in a complete sentence while transferring part of the question into the answer</li> <li>• sequence details in a story</li> <li>• use exact nouns</li> <li>• use sensory language</li> <li>• types of sentences</li> <li>• develop a plot, setting, characters</li> <li>• use supporting facts and examples</li> <li>• use topic sentence and supporting facts</li> <li>• write an introduction with a thesis sentence</li> <li>• continue D'Nealian cursive -- upper case</li> </ul> <p>Six Traits: Review</p> <p><u>Note-taking:</u> story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall</p> <p><b>Grammar/Usage/Mechanics:</b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> </ul>

	<ul style="list-style-type: none"> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• common and proper nouns</li> <li>• special plural nouns</li> <li>• writing compound sentences with "and" and "but"</li> <li>• introduce comma in compound sentence</li> <li>• conjunctions (and, or, but)</li> <li>• correcting run-on sentences</li> <li>• comma in a series</li> <li>• begin sentences with capital letters</li> <li>• capitalize "I"</li> <li>• capitalize people and places</li> <li>• review all capitalization and punctuation skills</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u> DLP ongoing</p>	<ul style="list-style-type: none"> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• common and proper nouns</li> <li>• special plural nouns</li> <li>• writing compound sentences with "and" and "but"</li> <li>• introduce comma in compound sentence</li> <li>• correct run-on sentences</li> <li>• comma in a series</li> <li>• begin sentences with capital letters</li> <li>• capitalize "I"</li> <li>• capitalize people and places</li> <li>• review all capitalization and punctuation skills</li> <li>• possessive nouns</li> <li>• what is a verb (action/state of being)</li> <li>• verbs in present, past, and future time</li> <li>• commas for direct address</li> <li>• commas with introductory phrases</li> <li>• capitalization and punctuation with quotation marks</li> <li>• homophones</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u> DLP ongoing</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Rubric:</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• Theme Test: 2 (independently)</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>
<b>Resources</b>		

# Third Grade Level Writing Map

Grade: 3

Course: 3rd Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Cindy Dresser, Patti Carol Perry, Kimbly Boland*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
<b>Theme</b>	<b>Incredible Stories (4 weeks)</b>  Suggested time spent writing weekly: 225 minutes	<b>Incredible Stories (3 weeks)</b>  Suggested time spent writing weekly: 225 minutes
<b>Content</b>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Fictional Story (teacher/student choice)</li> <li>• Opinion Paragraph (teacher/student choice)</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP Project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph hamburger independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p> <p><b>Six Traits of Writing:</b> Word Choice</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Fictional Story (teacher/student choice)</li> <li>• Opinion Paragraph (teacher/student choice)</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP Project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph hamburger independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p> <p><b>Six Traits of Writing:</b> Voice</p>

## Skills

### Composition Skills:

- understand the prompt (key words)
- use bullets to plan
- develop a story with a good beginning, middle, end
- write an introduction with a thesis sentence
- choose a title
- write a good lead (question, personal experience, opinion about the topic, description of characters, setting)
- write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)
- use descriptive details
- answer a question in a complete sentence while transferring part of the question into the answer
- sequence details in a story
- use exact nouns
- use sensory language
- develop a plot, setting, characters
- use supporting facts and examples
- use topic sentence and supporting facts
- write a story with dialogue
- use the right tone
- write with voice
- consider the audience
- state reasons/answer objections
- write likes and dislikes
- use exact verbs
- use metaphor/simile/figurative lang/ personification
- completion of all D'Nealian cursive letters

#### Six Traits:

- use specific nouns
- use strong, energetic (action) verbs
- use figurative language

Note-taking: story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.

#### Including:

- key words
- phrases only
- paraphrasing
- quotations
- bulleting
- paragraphing
- notetaking styles
- purpose

Reference Materials: dictionary, thesaurus, word wall

### Composition Skills:

- understand the prompt (key words)
- use bullets to plan
- develop a story with a good beginning, middle, end
- write an introduction with a thesis sentence
- choose a title
- write a good lead (question, personal experience, opinion about the topic, description of characters, setting)
- write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)
- use descriptive details
- answer a question in a complete sentence while transferring part of the question into the answer
- sequence details in a story
- use exact nouns
- use sensory language
- develop a plot, setting, characters
- use supporting facts and examples
- use topic sentence and supporting facts
- use the right tone
- write with voice
- state reasons/answer objections
- write likes and dislikes
- use exact verbs
- use metaphor/simile/figurative lang/ personification

#### Six Traits:

- 

Note-taking: story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.

#### Including:

- key words
- phrases only
- paraphrasing
- quotations
- bulleting
- paragraphing
- notetaking styles
- purpose

Reference Materials: dictionary, thesaurus, word wall

### Grammar/Usage/Mechanics:

- review previous skills
- kinds of sentences (use of . ? !)
- subjects and predicates
- using commas in dates and places

	<p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• possessive nouns</li> <li>• what is a verb (action/state of being)</li> <li>• verbs in present, past, and future time</li> <li>• commas for direct address</li> <li>• commas with introductory phrases</li> <li>• capitalization and punctuation with quotation marks</li> <li>• homophones</li> <li>• word endings -er, -est (superlatives)</li> <li>• review capitalization and punctuation skills</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DLP:</u> DLP ongoing</p>	<ul style="list-style-type: none"> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• possessive nouns</li> <li>• what is a verb (action/state of being)</li> <li>• verbs in present, past, and future time</li> <li>• commas for direct address</li> <li>• commas with introductory phrases</li> <li>• capitalization and punctuation with quotation marks</li> <li>• homophones</li> <li>• word endings -er, -est (superlatives)</li> <li>• review capitalization and punctuation skills</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DLP:</u> DLP ongoing</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• ELA-Assessment</li> <li>• Writing folder</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Theme Test: 3</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>
<b>Resources</b>		

# Third Grade Level Writing Map

Grade: 3

Course: 3rd Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Cindy Dresser, Patti Carol Perry, Kimbly Boland*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p><b>Animal Habitats (4 weeks)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p><b>Animal Habitats (2 weeks)</b></p> <p><b>Voyagers (1 week)</b></p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Research Report (topic to be discussed by team (countries?)) (teacher/student choice)</li> <li>• Advertisement (Reading Incentive Week, Sing Out America)</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP Project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph hamburger independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p> <p><b>Six Traits of Writing:</b> Conventions</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Writing piece (personal narrative) (teacher choice)</li> <li>• Book Review (persuasive piece) for reading incentive week (teacher/student choice)</li> <li>• Research Report (teacher/student choice)</li> <li>• Advertisement (continued)</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum)--quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph hamburger independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p>

		<b>Six Traits of Writing:</b> Presentation
<b>Skills</b>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• understand the prompt (key words)</li> <li>• use bullets to plan</li> <li>• write an introduction with a thesis sentence</li> <li>• use what's important</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question, personal experience, opinion about the topic, description of characters, setting)</li> <li>• write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)</li> <li>• use descriptive details</li> <li>• answer a question in a complete sentence while transferring part of the question into the answer</li> <li>• sequence details in a story</li> <li>• use exact nouns</li> <li>• use sensory language</li> <li>• develop a plot, setting, characters</li> <li>• use supporting facts and examples</li> <li>• use topic sentence and supporting facts</li> <li>• use the right tone</li> <li>• write with voice</li> <li>• state reasons/answer objections</li> <li>• write likes and dislikes</li> <li>• use exact verbs</li> <li>• use metaphor/simile/figurative lang/ personification</li> <li>• vary sentence types</li> </ul> <p><u>Note-taking:</u> story read orally (beginning of the theme): teacher modeling -- first time listen, second time -- students take notes.</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul> <p><u>Reference Materials:</u> dictionary, thesaurus, word wall, online resources, encyclopedia, books, library, atlas</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> </ul>	<p><b><u>Composition Skills:</u></b></p> <ul style="list-style-type: none"> <li>• understand the prompt (key words)</li> <li>• use bullets to plan</li> <li>• write an introduction with a thesis sentence</li> <li>• develop a story with a good beginning, middle, end</li> <li>• choose a title</li> <li>• write a good lead (question; personal experience; opinion about the topic,; description of characters, setting; interesting fact)</li> <li>• write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)</li> <li>• use descriptive details</li> <li>• answer a question in a complete sentence while transferring part of the question into the answer</li> <li>• sequence details in a story</li> <li>• use exact nouns</li> <li>• use sensory language</li> <li>• develop a plot, setting, characters</li> <li>• use supporting facts and examples</li> <li>• use topic sentence and supporting facts</li> <li>• use the right tone</li> <li>• write with voice</li> <li>• state reasons/answer objections</li> <li>• write likes and dislikes</li> <li>• use exact verbs</li> <li>• use metaphor/simile/figurative lang/ personification</li> <li>• vary sentence types</li> <li>• include descriptive words in writing (adjectives)</li> <li>• use adverbs correctly</li> <li>• find and evaluate information</li> <li>• use what's important</li> <li>• cite sources -- 2 (title, author, page number or web URL)</li> </ul> <p><u>Note-taking:</u> story read orally (beginning of the theme): first time listen, second time -- students take notes; Fill-in notetaking graphic organizer for research paper</p> <p>Including:</p> <ul style="list-style-type: none"> <li>• key words</li> <li>• phrases only</li> <li>• paraphrasing</li> <li>• quotations</li> <li>• bulleting</li> <li>• paragraphing</li> <li>• notetaking styles</li> <li>• purpose</li> </ul>

	<ul style="list-style-type: none"> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• the verb "be"</li> <li>• helping verbs</li> <li>• irregular verbs</li> <li>• using exact verbs</li> </ul> <p>Six Traits:</p> <ul style="list-style-type: none"> <li>• use student checklists for self-correction of: <ul style="list-style-type: none"> <li>○ spelling</li> <li>○ capitalization</li> <li>○ punctuation</li> <li>○ grammar</li> </ul> </li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u>: DLP ongoing</p>	<p><u>Reference Materials</u>: dictionary, thesaurus, word wall</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• the verb "be"</li> <li>• helping verbs</li> <li>• irregular verbs</li> <li>• using exact verbs</li> <li>• subject pronouns</li> <li>• object pronouns</li> <li>• possessive pronouns</li> <li>• using exclamations</li> <li>• writing dates and times</li> <li>• subject and object pronouns</li> </ul> <p>Six Traits</p> <ul style="list-style-type: none"> <li>• use student editing checklists to improve mechanics of monthly on-demand tasks</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u>: DLP ongoing</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task: Animals</li> <li>• Writing folder</li> <li>• State Math Test</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task: Circus (?)</li> <li>• Writing folder</li> <li>• Theme Test: 4</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> </ul>
<b>Resources</b>		

# Third Grade Level Writing Map

Grade: 3

Course: 3rd Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Cindy Dresser, Patti Carol Perry, Kimbly Boland*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
<b>Theme</b>	<b>Voyagers (4 weeks)</b>  Suggested time spent writing weekly: 225 minutes	<b>Smart Solutions (3 weeks)</b>  Suggested time spent writing weekly: 225 minutes
<b>Content</b>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Descriptive Story (teacher/student choice)</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum) --quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP Project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph hamburger independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p> <p><b>Six Traits of Writing:</b> All Traits + Presentation</p>	<p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>Memory Book (teacher choice)</li> <li>Persuasive essay (teacher assisted) i.e. "Smoking," one topic, group research, group notetaking, group planning, individual essay</li> </ul> <p><b>Literature Response:</b> (1x per week) summary; interpretive and responsive essays (see SED Standard 2); prediction; compare/contrast; character traits; questioning; poetry; explanation (will vary depending on selection being read in anthology)</p> <p><b>Journal Writing:</b> (content or personal -- 3x per week minimum) --quick writing -- focus on cause and effect, explanation of relationships, compare and contrast, characterization</p> <p><b>On-Demand Task:</b> Free choice and student choice (within Reading series, see PIP Project)</p> <p><b>Writing Process:</b></p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan, Draft, Revise with full teacher support, Peer edit with teacher support, Edit with full teacher support, Final Copy</p> <p><u>Graphic Organizer:</u> Complete 5 paragraph essay independently</p> <p><u>Checklist for revising and editing:</u> Use checklists, spelling dictionary</p> <p><b>Benchmark for Composition:</b> 5 paragraph essay independently, draft independently, final copy independently</p> <p><b>Six Traits of Writing:</b> All Traits + Presentation</p>

## Skills

### Composition Skills:

- understand the prompt (key words)
- use bullets to plan
- write an introduction with a thesis sentence
- develop a story with a good beginning, middle, end
- choose a title
- write a good lead (question; personal experience; opinion about the topic; description of characters; setting; interesting fact)
- write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)
- use descriptive details
- answer a question in a complete sentence while transferring part of the question into the answer
- sequence details in a story
- use exact nouns
- use sensory language
- develop a plot, setting, characters
- use supporting facts and examples
- use topic sentence and supporting facts
- use the right tone
- write with voice
- state reasons/answer objections
- write likes and dislikes
- use exact verbs
- use metaphor/simile/figurative lang/ personification
- vary sentence types
- include descriptive words in writing (adjectives)
- find and evaluate information

#### Six Traits

- Review all traits

Note-taking: story read orally (beginning of the theme): first time listen, second time -- students take notes; Fill-in notetaking graphic organizer for research paper

#### Including:

- key words
- phrases only
- paraphrasing
- quotations
- bulleting
- paragraphing
- notetaking styles
- purpose

Reference Materials: dictionary, thesaurus, word

### Composition Skills:

- understand the prompt (key words)
- use bullets to plan
- write an introduction with a thesis sentence
- develop a story with a good beginning, middle, end
- choose a title
- write a good lead (question; personal experience; opinion about the topic,; description of characters, setting; interesting fact)
- write a good ending (reflection of feelings, calm resolution, summary, cliffhanger)
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- vary sentence types
- include descriptive words in writing (adjectives)
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#### Six Traits

- Review all traits

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#### Including:

- key words
- phrases only
- paraphrasing
- quotations
- bulleting
- paragraphing
- notetaking styles
- purpose

Reference Materials: dictionary, thesaurus, word wall

	<p>wall</p> <p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• subject pronouns</li> <li>• object pronouns</li> <li>• possessive pronouns</li> <li>• using exclamations</li> <li>• writing dates and times</li> <li>• subject and object pronouns</li> </ul> <p>Six Traits</p> <ul style="list-style-type: none"> <li>• use student editing checklists to improve mechanics of monthly on-demand tasks</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u>: DLP ongoing</p>	<p><b><u>Grammar/Usage/Mechanics:</u></b></p> <ul style="list-style-type: none"> <li>• review previous skills</li> <li>• kinds of sentences (use of . ? !)</li> <li>• subjects and predicates</li> <li>• using commas in dates and places</li> <li>• capitalizing days and months</li> <li>• use of proofreading marks</li> <li>• adjectives</li> <li>• subject pronouns</li> <li>• object pronouns</li> <li>• possessive pronouns</li> <li>• using exclamations</li> <li>• writing dates and times</li> <li>• subject and object pronouns</li> </ul> <p>Six Traits</p> <ul style="list-style-type: none"> <li>• use student editing checklists to improve mechanics of monthly on-demand tasks</li> </ul> <p>*Word Processing (minimum of 1 piece during the year)</p> <p><u>DLP/DOL</u>: DLP ongoing</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Theme Test: 5</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> <li>• TONYSS</li> <li>• Gates Reading Test (Spring Test)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric: South Seneca Writing Assessment</li> <li>• On-demand task</li> <li>• Writing folder</li> <li>• Teacher Observation</li> <li>• Spelling Test</li> <li>• Gates Reading Test (spring)</li> </ul>
<b>Resources</b>		