

**New Paltz Central School District**  
**Writing**  
**Third Grade**

Time	Essential Questions/Content	Standards/Skills	Assessments
September	<p><b><u>Unit 1: Launching the Writers' Workshop</u></b></p> <ul style="list-style-type: none"> <li>• Why do I write?</li> <li>• What do writers do? -----</li> <li>• Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and use routines.</li> <li>• Develop an understanding of the writing process.</li> <li>• Build speed and stamina.</li> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Common Baseline Writing Assessment</li> <li>• Personal narratives</li> <li>• Teacher observation/writing conferences</li> </ul>
October	<p><b><u>Unit 2: Personal Narrative</u></b></p> <ul style="list-style-type: none"> <li>• How do I make my real life events and experiences into a story?</li> <li>• Is my story organized in a way that makes sense to the reader/listener? -----</li> <li>• Write narratives to develop real experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal narratives</li> <li>• Teacher observation/writing conferences</li> </ul>

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November - December	<p><b><u>Unit 3: Realistic Fiction</u></b></p> <ul style="list-style-type: none"> <li>• How do I write a fictional story that draws in the reader? -----</li> <li>• Write narratives to develop imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>• Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> </ul>	<ul style="list-style-type: none"> <li>• Fictional story</li> <li>• Teacher observation/ writing conferences</li> </ul>
January - February	<p><b><u>Unit 4: Informational Writing</u></b></p> <ul style="list-style-type: none"> <li>• How do I research a topic?</li> <li>• How do I gather, organize, and present information?</li> <li>• How do I pick a topic that will interest me and my reader?</li> <li>• How do I write in my very own words? -----</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Understand the process of writing a research report.</li> <li>• Read and take notes on specific topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• With a guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</li> <li>• Conduct short research projects that build knowledge about a topic.</li> <li>• Recall information from experiences or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations during each stage of research (researching, drafting, editing, publishing)</li> <li>• Dash facts (to support report writing)</li> <li>• One page report on a topic related to Australia which includes one to three paragraphs, heading and subheadings, and an interesting fact</li> </ul>

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	<ul style="list-style-type: none"> <li>• Develop a topic with facts, definitions, and details.</li> <li>• Understand the concept of note-taking (dash facts).</li> <li>• Create a final product that is both informative and entertaining.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of technology to bring piece to publication</li> </ul>
March - April	<p><b><u>Unit 5: Informational Writing About Science/Matter</u></b></p> <ul style="list-style-type: none"> <li>• How can I gather, organize, and present information like a scientist?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> <li>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• Gather information from experience, print, and digital sources, take brief notes on sources, and sort evidence into provided categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation/writing conferences</li> <li>• Written science explanations</li> </ul>

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March - April	<p><b><u>Unit 6: Opinion (Persuasive)</u></b>  <b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between a fact and an opinion?</li> <li>• How do I express my opinion?</li> <li>• What does it mean to persuade?</li> <li>• How do we use persuasive writing in our lives?</li> <li>• How can we make our writing more convincing/persuasive?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing.</li> <li>• Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> <li>• Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>• 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.</li> <li>• Provide a concluding statement or action.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> <li>• Choose words and phrases for effect.</li> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on other’s ideas and expressing their own clearly.</li> <li>• Identify and understand different points of view.</li> <li>• Identify the target audience.</li> <li>• Collaborate with peers and adults.</li> <li>• Critique arguments.</li> <li>• Optionally, for stronger writers, use counterarguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre Assessment</li> <li>• Persuasive review</li> <li>• Persuasive letter or speech</li> <li>• Teacher observation/ writing conferences</li> <li>• Post reflection sheet</li> </ul>
Optional	<p><b><u>Unit: Poetry</u></b></p> <ul style="list-style-type: none"> <li>• What is poetry?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Language/imagery/word choice</li> <li>• Verse, rhythm, tone, mood</li> </ul>	<ul style="list-style-type: none"> <li>• Create and present a poem</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• With guidance and support from adults, use technology to produce and publish writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Story presentation of original poem</li> <li>• Teacher observation/writing conferences</li> </ul>