

SAU Curriculum Framework

Grade 3

Writing and Oral Communication

Structures of Language	
Applying Understanding of Sentences, Paragraphs, Text Structures (W-1)	
W-1: Students demonstrate command of the structures of sentences, paragraphs, and text by...	
Grade 3	Student Friendly Language
W-3-1.1: <u>Writing a variety of complete simple sentences</u> (Local) EXAMPLES: declarative, exclamatory, and interrogative	I will <u>write different types of complete sentences</u> such as: <ul style="list-style-type: none"> • declarative • exclamatory • interrogative
W-3-1.2: Recognizing indentations for new paragraphs) (Local)	I know a new paragraph is always indented.
W-3-1.3: Not assessed at this grade level	
W-3-1.4: Not assessed at this grade level	
W-3-1.5: <u>Recognizing complete sentences</u> (Local) EXAMPLES: simple and compound sentences	<ul style="list-style-type: none"> • I will <u>recognize complete sentences</u> such as: • simple • compound
W-3-1.6: Applying directionality as appropriate to text (Local)	I know how to organize my paper for specific writing assignments.
Reading Connection	
Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (W-2)	
W-2: In response to literary or informational text, students show understanding of plot /ideas/concepts by...	
W-3-2.1: Selecting <u>appropriate</u> information to set context/background (Local) EXAMPLE: When setting context, include author, title, brief summary	<ul style="list-style-type: none"> • To help the reader better understand, I will select <u>appropriate (important)</u> information to set context (background information). For example: • author • title • brief summary
W-3-2.2: Selecting ideas that support the development of a summary	I will select ideas for a summary.
W-3-2.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (Local)	I will connect what I have read (plot/ideas/concepts) to what I already know.

SAU Curriculum Framework

Grade 3

Writing and Oral Communication

Reading Connection Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (W-3)	
W-3: In response to literary or informational text read aloud, students make and support analytical judgments about text by...	
W-3-3.1: Stating a focus (purpose), when responding to a given question (Local)	I will state a focus (purpose) when answering a question.
W-3-3.2: Making inferences about content, events, characters, or setting (Local)	<ul style="list-style-type: none"> • I will make inferences (use what I know or what I have read) about: • content • events • characters • setting
W-3-3.3: Using details or references to text to support focus (Note: support may include prior knowledge) (Local)	I will use details from something I have read or know to support my ideas in writing.
W-3-3.4: Organizing ideas, <u>using basic transition words</u> (e.g., first, next, then, finally) and having a concluding statement (Local)	<ul style="list-style-type: none"> • I will organize ideas <u>using</u>: • <u>transition words</u> such as first, next, then, and finally • <u>concluding statement</u>(ending sentence)
Expressive Writing Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-4)	
W-4: In written narratives, students organize and relate a story line/plot/series of events by...	
W-3-4.1: Creating a clear, understandable story line with a beginning, middle, and end (Local)	My stories will be clear (understandable) with a beginning, middle and end.
W-3-4.2: Not assessed at this grade level	
W-3-4.3: Using basic transition words, when appropriate	I will use transition words when needed.

SAU Curriculum Framework

Grade 3

Writing and Oral Communication

Expressive Writing	
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (W-5)	
W-5: Students demonstrate use of narrative strategies by...	
W-3-5.1: Using details (Local)	I will use details.
W-3-5.2: Not assessed at this grade level	
W-3-5.3: Creating character(s) through description of <u>physical attributes</u> (Local)	When I create character(s), I will describe what the character(s) looks like (<u>physical attributes</u>).
W-3-5.4: Not assessed at this grade level	
W-3-5.5: Writing about observations and experiences (Local)	I will write about things I have seen (observations) and done (experiences).
W-3-5.6: Extending and elaborating ideas <u>with purpose</u> (Local)	I will elaborate (add details to my ideas) that match my <u>reason for writing (purpose)</u> .
Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-6)	
W-6: In informational writing (reports or procedures), students organize ideas/concepts by ...	
W-3-6.1: Using a given organizational structure for grouping facts and <u>ideas</u> (e.g., template, frame, graphic organizer) (Local)	I will use graphic organizers to sort facts and <u>ideas</u> .
W-3-6.2: Selecting <u>appropriate</u> facts to set context/background (Local)	I will select (choose) <u>appropriate</u> facts to write about a topic.
W-3-6.3a: <u>Using basic transition words, when appropriate</u> (Local)	I will <u>use connecting (transition) words when needed (appropriate)</u> .
W-3-6.3b: <u>Using numbering or words to arrange the steps in a logical manner</u> (Local)	I will <u>use numbers or words to write steps in an order that makes sense (logical)</u> .
W-3-6.4: Providing a concluding statement (Local)	I will write a concluding statement.
W-3-6.5: Providing a list of resources (e.g. materials to be used in a task) (Local)	I will list materials I use in a task.

Writing and Oral Communication

Informational Writing	
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (W-7)	
W-7: In informational writing (reports or procedures only), students effectively convey purpose by...	
W-3-7.1: Establishing a topic (Local)	I will state a topic (what the story is about).
W-3-7.2: <u>Stating</u> a focus/controlling idea on a topic (Local) EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus	I will state the focus/controlling (main) idea on a topic.
Informational Writing	
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies W-8)	
W-8: In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by ...	
W-3-8.1: Including details/information relevant to topic and/or focus (Local)	I will include details important (relevant) to my topic and focus.
W-3-8.2: <u>Including</u> sufficient details for <u>appropriate depth of information: naming, describing, explaining, comparing, use of visual images</u> (Local)	<p><u>To completely cover the topic, I will include details such as:</u></p> <ul style="list-style-type: none"> • <u>naming</u> • <u>describing</u> • <u>explaining</u> • <u>comparing</u> • <u>using visual images (pictures in your mind)</u>
Writing Conventions – Applying Rules of Grammar, Usage, and Mechanics (W-9)	
W-9: In independent writing, students demonstrate command of appropriate English conventions by...	
W-3-9.1: Not assessed at this grade level	
W-3-9.2: Using capital letters for the beginning of sentences and names (Local)	I will use capital letters for names and at the beginning of sentences.
W-3-9.3: Not assessed at this grade level	
W-3-9.4: Using end punctuation correctly in simple sentences (i.e., period, <u>question mark, exclamation point</u>) (Local)	<ul style="list-style-type: none"> • I will use end punctuation correctly such as a/an: • period • <u>question mark</u> • <u>exclamation point</u>
W-3-9.5: Correctly spelling grade-appropriate, high-frequency words <u>and using within-word patterns to correct spelling</u> EXAMPLES: single syllable words, regular long and short vowels	I will spell third grade high-frequency words correctly. I will use <u>word patterns to correct spelling.</u>

SAU Curriculum Framework

Grade 3

Writing and Oral Communication

Habit of Writing: Uses a Writing Process (W-10)	
W-10: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.	
W-3-10.1: See Appendix B for Writing Process	To produce a final writing product, I will use these steps: <ul style="list-style-type: none"> • prewriting • drafting • revising (critiquing) • editing • publishing (See Appendix B)
Habit of Writing: Writing Extensively (W-11)	
W:HW:2: Demonstrates the habit of writing extensively by...	
W-3-11.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)	I write often in and out of school.
W-3-11.2: Sharing thoughts, observations, or impressions (Local)	I will write what I think (thoughts), what I see (observations) or what I feel (impressions).
W-3-11.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers' writers' notebook	I will think of topics for many writing forms, such as: <ul style="list-style-type: none"> • journal writing • free writing • poetry • quick writes • scientific observations • learning logs • readers'/writers' notebook
W-3-11.4: Not assessed at this grade level	

SAU Curriculum Framework

Grade 3

Writing and Oral Communication

Oral Communication Strategies (OC1)	
W:OC:1: In oral communication, students demonstrate interactive listening by ...	
OC-3.1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems	I will follow instructions and directions to answer questions or solve problems.
OC-3.1.2: Understanding content to summarize and question about what has been presented (eg: stories, songs, or poems)	I will summarize and ask questions about stories, songs or poems.
OC-3.1.3: Not assessed at this grade level	
OC-3.1.4: Participating in large group discussions to show understanding of how other group members think	I will listen and respond to the ideas of others.
OC-3.1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (eg use of gestures)	I understand that my body movements (gestures) and facial expressions can support what I say.
OC-3.1.5b: Attending to speaker and waiting for appropriate turn to speak	I will listen to someone who is talking and wait for my turn to speak.
Oral Communication Strategies (OC-2)	
W:OC:2: In oral communication, students make oral presentations by...	
OC-3.2.1: Identifying standards for good speaking in different kinds of small groups and cultural settings	I will know how to speak in different places and with different people.
OC-3.2.2: Using various linguistic elements and structures to convey meaning	I will choose the right words and expression so others know what I am talking about
OC-3.2.3: Telling stories, giving information using details and providing a conclusion	I will use details to tell stories and give information. Stories I tell will have an ending (conclusion).
OC-3.2.4: Not assessed at this grade level	
OC-3.2.5: by using eye-contact and adjustment of rate, pace and volume	When I speak, I will look someone in the eye and change the speed and volume of my voice.