

Mrs. Mummey 3rd Grade Writing Pacing Guide- 2019-2020

Topic/Type of Writing	Dates	Standards Addressed				
<p>Write On! Unit 1: Bootcamp Personal Narrative (Survival Guide and Secret Sergeant)</p>	<p>4 Weeks: 8/26- 9/20</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.3A- Provide a sense of closure</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.10-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>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Write On! Unit 2: Personal Narratives (OUCH! & A Time I Was Scared)</p>	<p>4 Weeks: 9/23- 10/18</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.3B- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>W.3.3.C- Use temporal words and phrases to signal event order.</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.10-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>Write On! Unit 3: How To/Procedural (Pie in a Cup, Original How To, & STEM)</p>	<p>3 Weeks: 10/21-11/8</p>	<p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.3.2.A- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>W.3.2.B- Develop the topic with facts, definitions, and details.</p>	<p>W.3.2.C- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>W.3.2.D- Provide a concluding statement or section.</p>
<p>Write On! Unit 5: Research (Animals)</p>	<p>2 Weeks: 11/11-11/22</p>	<p>W.3.7- Conduct short research projects that build knowledge about a topic.</p>	<p>W.3.8- 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>W.3.6- 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>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.10-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>Write On! Unit 4: Informational Paragraph Writing (Paragraph structure and All About Holidays)</p>	<p>2 Weeks: 12/2-12/13</p>	<p>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.3.8- 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>W.3.10-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>How To Writing (How to Decorate a Christmas Tree)</p>	<p>1 Week: 12/15- 12/20</p>	<p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.3.2.A- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>W.3.2.B- Develop the topic with facts, definitions, and details.</p>	<p>W.3.2.C- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>W.3.2.D- Provide a concluding statement or section.</p>
<p>New Year's Resolutions/Goal Setting</p>	<p>1 Week: 1/6-1/10</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.3.A- Provide a sense of closure</p>	<p>W.3.3.C- Use temporal words and phrases to signal event order.</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.10-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>Write On! Unit 7: Opinion and Persuasive Letter Writing (Hey Little Ant, Salty or Sweet, Respond to Literature)</p>	<p>4 Weeks: 1/13-2/7</p>	<p>W.3.1- Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W.3.1.A-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>W.3.1.B-Provide reasons that support the opinion.</p>	<p>W.3.1.C- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>W.3.1.D- Provide a concluding statement or section.</p>

<p>Write On! Unit 9: Fiction (My Night in the White House, How I Became a Pirate)</p>	<p>4 Weeks: 2/10-3/6</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.3.A- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>W.3.3.B- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>W.3.3.C- Use temporal words and phrases to signal event order.</p>	<p>W.3.3.D- Provide a sense of closure.</p>
<p>Write On! Unit 10: Fairy Tales (Poisonous Apple and Frog Prince)</p>	<p>4 Weeks: 3/9-4/3</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.6- With guidance and support from adults, use technology to produce and publish writing</p>	<p>W.3.10-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>Write On! Unit 6: Biographies and Autobiographies (Autobiography and Wax Museum)</p>	<p>4 Weeks: 4/6-5/1</p>	<p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.3.7- Conduct short research projects that build knowledge about a topic.</p>	<p>W.3.8- 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>W.3.6- 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>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>Write On! Unit II: End of the Year- Descriptive Writing (My Summer Tour, Dreaming of 4th Grade)</p>	<p>2 Weeks: 5/4-5/20</p>	<p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.3.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.8- 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>W.3.4- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.10-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>