### 3rd Grade Writing Pacing 2020-2021

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<td>Launching and Narrative</td>
<td>Informational</td>
<td>Opinion</td>
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<td>45 days August-October</td>
<td>37 days October-December</td>
<td>38 days January-February</td>
<td>29 days March-April</td>
<td>30 days mid-April-end of the year</td>
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#### Enduring Understandings

**Unit 1: Crafting True Stories**
- Writers think of ideas, generate notebook entries to explore ideas, storytell an idea across pages of a book, and begin drafting their story.

**Unit 2: The Art of Informational Writing**
- Writing informational text is a way to teach others about a topic.
- Writers use a claim that is brave and bold and use reasons and evidence to support their thesis.
- Writers research their reasons and evidence.

**Unit 3: Changing the World**
- Writers analyze texts for meaning and purpose, applying the necessary strategies to make it powerful.
- Writers adapt classic fairy tales for many reasons. Some may adapt fairy tales to teach modern-day lessons, showcase a difference in character and setting, or to make their audience laugh.

**Unit 4: Art of Revision**
- Writers write leads and endings, use dialogue, description, actions, thoughts, and feelings to show how characters respond to events in their stories.
- Writers structure, elaborate, and craft their information in a way that helps the readers understand.
- Writers consider their audience when producing opinion pieces.
- Writers use a community of peers to share their work with and gather ideas for moving forward.

**Unit 5: Once Upon a Time**
- Writers begin adapting classic fairy tales by knowing the original well and deciding on a meaningful change that will lead to other changes throughout the story.
- Writers edit their work for capitalization punctuation, spelling, and grammar to ensure a polished final piece.

#### Priority Standards

**3.W.1.C Write fiction or nonfiction narratives and poems that:**
- establish a setting and situation/topic and introduce a narrator and/or characters
- use narrative techniques, such as dialogue and descriptions
- establish and organize an event sequence to establish a beginning/middle/end
- use transition words and phrases to signal event order
- use specific and relevant words that are related to the topic, audience, and purpose

**3.W.2.B Write informative/explanatory texts that:**
- introduce a topic or text being studied
- develop the topic with simple facts, definitions, details, and explanations
- use specific, relevant words that are related to the topic, audience, and purpose
- use the student’s original language except when quoting from a source
- use transition words to connect ideas within categories of information
- create a concluding statement or paragraph

**3.W.2.A Write opinion texts that:**
- introduce a topic or text being studied, using connected sentences
- state an opinion or establish a position and provide reasons for the opinion/position
- use specific and accurate words that are related to the topic, audience, and purpose
- contain information using student’s original language except when using direct quotation from a source
- reference the name of the author(s) or name of the source used for details or facts included in the text
- use transitions to connect opinion and reason
- provide clear evidence of a beginning, middle, and concluding statement or paragraph

**3.W.1.C: Reread, revise, and edit drafts with assistance from adults/peers**

**3.W.2.C: Write fiction or nonfiction narratives and poems**

**3.W.1.A: Follow a writing process to plan a first draft.**

**3.W.1.B: Develop a draft from prewriting that is appropriate to genre type.**

**3.W.1.C: Reread, revise, and edit drafts with assistance from adults and or peers.**

**3.W.1.D.a: With assistance from adults/peers use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others.**