

Third Grade Order of Instruction First Nine Weeks

| Week | Writing Process | Writing Process: Editing for Language Conventions | Writing Application | Instructional Support |
|----------|--|--|---|---|
| Week 1-2 | <p>Prewriting LA.3.3.1.1 generating ideas LA.3.3.1.2 determining the purpose LA.3.3.1.3 using organizational strategies</p> <p>Drafting LA.3.3.2.1 using a prewriting plan</p> <p>Revising LA.3.3.3.4 refining the draft</p> <p>Publishing LA.3.3.5.3 share with an audience</p> | <p>Embedded Language Conventions</p> <p><u>Use the initial writing assessment to assess for:</u></p> <p>LA. 3.3.4.1 spelling LA.3.3.4.2 capitalization LA.3.3.4.3 punctuation LA.3.3.4.4 present and past verb tense and noun-pronoun agreement LA.3.3.4.5 subject-verb agreement LA.3.3.4.6 end punctuation/sentence types</p> <p>Refer to the Task Analyses or the Grammar Handbook at iwrite for more information on conventions</p> | <p>Creative LA.3.4.1.2 variety of expressive forms</p> | <p><u>Writer's Notebook (Appendix D)</u></p> <ul style="list-style-type: none"> • Prepare 1 per student. • Brainstorm writing topics and place in the writer's notebook. (Repeat throughout the year) <p><u>Community Building (Appendix H)</u></p> <ul style="list-style-type: none"> • Establish daily routines and practice throughout the year. <p><u>Writer's Workshop (Appendix A)</u></p> <ul style="list-style-type: none"> • Establish daily routines and practice throughout the year. <p><u>Writing Process</u> Introduce the writing process to write a creative writing. Refer to "I Write, We Write, You Write" (Appendix E) or Writing Process Task Analyses:</p> <ul style="list-style-type: none"> • Prewriting: Insert links to TA • Drafting: • Revising: • Editing: • Publishing: Write task analyses <p><u>Writing Application (Creative)</u></p> <ul style="list-style-type: none"> • Review the writing process (Appendix B) with activities designed for becoming acquainted with students. (e.g., concrete poems, bio poems, free form poetry, acrostics) • Read Write Think Poetry Lesson Plan with Resources • Teacher can model their own "I Am" <ul style="list-style-type: none"> ○ "I Am": Handout • Students can then create a personal "I Am" poem, use instructional resources on Read, Write, Think Website for additional ideas. <p><u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Author's Chair |
| | | | <p>Communication LA.3.5.1.1 demonstrate beginning cursive writing skills</p> | |