

Wilmette Public Schools, District 39

Grade 3 Writing Curriculum Map

Handwriting and Keyboarding Philosophy

Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at appropriate grade levels.

Handwriting and Keyboarding Instruction

Handwriting readiness, along with modeling of and individual instruction in manuscript letter formations is provided in kindergarten. Students in grades 1-4 use the Simplified/Modern Zaner-Bloser handwriting. Formal manuscript instruction begins in kindergarten, as appropriate, and is reinforced in first and second grade. Formal cursive instruction begins in third grade and is reinforced in fourth grade. In fifth and sixth grades cursive writing can be remediated and/or reinforced as needed. Keyboarding is introduced in grade two with practice and reinforcement throughout the grades.

	Essential Questions	Content	Skills
Fall	<p>How do we organize coherent paragraphs using the writing process?</p> <p>How does the form and function of words affect meaning?</p> <p>How is information conveyed through different forms of writing?</p>	<p>Writing Process</p> <p>A. Prewriting</p> <p>B. First Draft</p> <p>C. Revising</p> <p>D. Editing</p> <p>E. Final Draft</p> <p>Grammar</p> <p>F. Parts of Speech</p> <p>-nouns</p> <p>-verbs</p> <p>G. Capitalization</p>	<p>A. Determine purpose, audience, and format</p> <p>A. Choose a topic</p> <p>A. Brainstorm ideas and engage in prewriting activities</p> <p>A. Create and follow prewriting plan</p> <p>B. Write for public and personal writing</p> <p>B. Write in a variety of formats</p> <p>B. Create a first draft</p> <p>-write a single paragraph</p> <p>-support the main idea</p> <p>- use hook and wrap up</p> <p>B. Focus on a central idea or event</p> <p>B. Identify and use transitional words</p> <p>B. Provide supporting (second order) details</p> <p>B. Use information from other sources when appropriate</p> <p>C. Add and delete details as needed</p> <p>C. Revise for sentence structure and word choice</p> <p>D. Edit for spelling, punctuation, capitalization, and grammar</p> <p>E. Share writing in a variety of ways</p> <p>E. Write final draft using manuscript, cursive, or word processing</p> <p>F. Define and identify nouns</p> <p>-common</p> <p>-proper</p> <p>-singular</p> <p>-plural</p> <p>F. Use simple subject</p> <p>F. Identify complete subject</p> <p>F. Define verbs</p> <p>F. Use</p> <p>-helping (have , had, has, would, should, could</p> <p>-linking (is, am, was, were)</p> <p>F. Recognize present, past, and future tense</p>

	Essential Questions	Content	Skills
		<p>H. Punctuation</p> <p>I. Sentences</p> <p>Forms of writing</p> <p>J. Descriptive -purpose -audience</p> <p>K. Expository -purpose -audience</p>	<p>F. Recognize singular and plural agreement</p> <p>F. Define adjectives</p> <p>F. Identify comparatives and superlatives</p> <p>F. Identify articles</p> <p>F. Identify adverbs</p> <p>F. Recognize double negatives</p> <p>G. Capitalize main word in titles</p> <p>G. Use capitals with -names of people, places, and events -brand names -historical events and time periods -nationalities, races, and religions</p> <p>H. Use periods -sentences -initials -abbreviations</p> <p>I. Identify and use -simple subject in a sentence -complete subject</p> <p>I. Identify -simple predicate in a sentence -complete predicate</p> <p>J. Write descriptive paragraph</p> <p>K. Write expository essay, such as: -directions and procedures -cross-curricular essays -newspaper/magazine articles -informative essays -compare/contrast -friendly letter</p>
<p>Winter</p>	<p>How do we organize coherent paragraphs using the writing process?</p> <p>How does the form and function of words affect meaning?</p>	<p>Writing Process</p> <p>A. Prewriting</p> <p>B. First Draft</p>	<p>A. Determine purpose, audience, and format</p> <p>A. Choose a topic</p> <p>A. Brainstorm ideas and engage in prewriting activities</p> <p>A. Create and follow a prewriting plan</p> <p>B. Write for public and personal writing</p> <p>B. Write in a variety of formats</p> <p>B. Create a first draft - use multiple paragraphs -support each main idea - use hook and wrap up</p> <p>B. Identify and use transitional words</p> <p>B. Focus on a central idea or event</p>

Essential Questions	Content	Skills
	<p>How is information conveyed through different forms of writing?</p> <p>C. Revising</p> <p>D. Editing</p> <p>E. Final Draft</p> <p>Grammar</p> <p>F. Parts of Speech</p> <ul style="list-style-type: none"> -nouns -verbs -pronouns -adjectives -adverbs <p>G. Sentences</p> <p>H. Capitalization</p>	<p>B. Provide supporting (second order) details</p> <p>B. Use information from other sources when appropriate</p> <p>C. Add and delete details as needed</p> <p>C. Revise for sentence structure and word choice</p> <p>D. Edit for spelling, punctuation, capitalization, and grammar</p> <p>E. Produce a variety of written formats</p> <p>E. Share writing in a variety of ways</p> <p>E. Write final draft using manuscript, cursive, or word processing</p> <p>F. Define and identify nouns</p> <ul style="list-style-type: none"> -singular -plural -common -proper <p>F. Recognize use of apostrophe to show possession</p> <p>F. Use simple subjects</p> <p>F. Define verbs</p> <p>F. Distinguish</p> <ul style="list-style-type: none"> -action -helping (have , had, has, would, should, could -linking (is, am, was, were) <p>F. Recognize present, past, and future tense</p> <p>F. Recognize singular and plural agreement</p> <p>F. Define pronouns</p> <p>F. Recognize personal pronouns</p> <p>F. Define adjectives</p> <p>F. Recognize articles</p> <p>F. Recognize adverbs</p> <p>F. Recognize double negatives</p> <p>G. Recognize types of sentences</p> <ul style="list-style-type: none"> -declarative (telling) -interrogative (asking) -exclamatory (show emotion) -Imperative (command) <p>G. Identify compound sentences</p> <p>G. Identify</p> <ul style="list-style-type: none"> -simple subject in a sentence -complete subject - the "understood" subject (you) <p>G. Identify</p> <ul style="list-style-type: none"> -simple predicate in a sentence -complete predicate

Essential Questions	Content	Skills
	<p>I. Punctuation</p> <p>Forms of Writing</p> <p>J. Narrative -purpose -audience</p> <p>K. Descriptive -purpose -audience</p> <p>L. Persuasive -purpose -audience</p>	<p>H. Capitalize main word in titles H. Recognize capital letters inside quotations</p> <p>I. Use periods after initials and abbreviation I. Use commas in dates, addresses, greetings & closings I. Use commas to separate words in a series I. Use a comma after an introductory word I. Use commas in compound sentences I. Use apostrophes in contractions I. Use apostrophes in possessives I. Identify quotation marks for titles of -poems -short stories -songs -reports -articles -chapters of books I. Identify quotation marks for direct quotations</p> <p>J. Write narrative essays, such as: -changes over time -dialogue -problem/conflict/resolution -sequencing -cause and effect</p> <p>K. Write expository essay, such as: -directions and procedures -informative essays -compare/contrast -cause and effect - research report using a bibliography</p> <p>L. Write persuasive essays, such as: -compare/contrast -cross-curricular essays -cause and effect -book reports -premise/reasons/closing statement</p>
<p>Spring</p>	<p>How do we organize coherent paragraphs using the writing process?</p> <p>Writing Process</p> <p>A. Prewriting</p> <p>B. First Draft</p>	<p>A. Determine purpose, audience, and format A. Choose a topic A. Brainstorm ideas and engage in prewriting activities A. Create and follow a prewriting plan</p> <p>B. Write for public and personal writing B. Write in a variety of formats B. Create a first draft</p>

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<p>How does the form and function of words affect meaning?</p> <p>How is information conveyed through different forms of writing?</p>	<p>C. Revising</p> <p>D. Editing</p> <p>E. Final Draft</p> <p>Grammar</p> <p>F. Parts of Speech</p> <ul style="list-style-type: none"> -nouns -verbs -pronouns -adjectives <p>G. Sentences</p>	<ul style="list-style-type: none"> -use multiple paragraphs -support each main idea - use hook and wrap up <p>B. Use transitional words</p> <p>B. Focus on a central idea or event</p> <p>B. Provide second order details</p> <p>B. Use information from other sources when appropriate</p> <p>C. Add and delete details as needed</p> <p>C. Revise for sentence structure and word choice</p> <p>D. Edit for spelling, punctuation, capitalization, and grammar</p> <p>E. Produce a variety of written formats</p> <p>E. Share writing in a variety of ways</p> <p>E. Write final draft using manuscript, cursive, or word processing</p> <p>F. Define and identify nouns</p> <ul style="list-style-type: none"> -singular -plural -common -proper <p>F. Recognize use of apostrophe to show possession</p> <p>F. Use simple subjects</p> <p>F. Define verbs</p> <p>F. Distinguish</p> <ul style="list-style-type: none"> -action -helping -linking <p>F. Recognize present, past, and future tense</p> <p>F. Recognize singular and plural agreement</p> <p>F. Define pronouns</p> <p>F. Recognize personal pronouns</p> <p>F. Define adjectives</p> <p>F. Identify articles</p> <p>F. Identify adverbs</p> <p>F. Recognize double negatives</p> <p>G. Recognize types of sentences</p> <p>G. Use compound sentences</p> <p>G. Use</p> <ul style="list-style-type: none"> -simple subject in a sentence -complete subject -compound subjects - the "understood" subject (you) <p>G. Use</p> <ul style="list-style-type: none"> -simple predicate in a sentence

Essential Questions	Content	Skills
	<p>H. Capitalization</p> <p>I. Punctuation</p> <p>Forms of Writing</p> <p>J. Narrative -purpose -audience</p> <p>K. Descriptive -purpose -audience</p> <p>L. Expository - purpose -audience</p> <p>M. Persuasive -purpose -audience</p>	<p>-complete predicate -compound predicate</p> <p>H. Capitalize main word in titles H. Use capital letters inside quotations</p> <p>I. Use periods after initials and abbreviation I. Use commas in -dates -addresses -greetings and closings I. Use commas to separate words in a series I. Use a comma after an introductory word I. Use commas in compound sentences I. Use apostrophes in contractions I. Use apostrophes in possessives I. Use quotation marks for direct quotations</p> <p>J. Write narrative essays, such as: -changes over time -dialogue -problem/conflict/resolution -sequencing -cause and effect</p> <p>K. Write poetry</p> <p>L. Write expository essay, such as: -directions and procedures -cross-curricular essays -newspaper/magazine articles -informative essays -compare/contrast -cause and effect</p> <p>L. Write research reports using a bibliography</p> <p>M. Write persuasive essays -book reports -premise/reasons/closing statement</p>