

# AmplifyCKLA

## Grade 3: Text Types and Range of Writing

Unit	Description of Writing
1	<b>Timeless Tales: Classic Stories</b>  <b>Writing Type: Opinion</b> Students review elements of effective paragraphs and use the writing process to plan, draft, revise, edit, and publish an opinion paragraph about one theme from the story, The Wind in the Willows, and a character they believe best describes that theme.
	<b>Additional Writing:</b> rewriting a story from a different perspective; short and extended responses to text; graphic organizers; generate sentences in the four sentence types; combine fragments into complete sentences. Pausing Points provide additional opportunities for student writing.
2	<b>Fur, Fins, and Feathers: Animal Classification</b>  <b>Writing Type: Informative</b> Students use their study of informational text characteristics in this unit to plan, draft, revise, edit, and publish an informational paragraph about a vertebrate's characteristics and classification.
	<b>Additional Writing:</b> field journal; Animal Classification foldable; graphic organizers; notes; short and extended responses to text; combine and expand sentences using conjunctions and appositives. Pausing Points provide additional opportunities for student writing.
3	<b>Rhythm and Rhyme: Poetry</b>  <b>Writing Type: Poetry</b> Students will plan, draft, revise, edit, publish, and present an original rhyming or free verse poem on the topic of seasons, places, people, or nature.
	<b>Additional Writing:</b> opinion paragraph; Poet's Journal entries; poem summaries; extended responses; graphic organizers; generate, combine, and expand sentences using conjunctions. Pausing Points provide additional opportunities for student writing.

4	<p><b>Rise and Fall: Ancient Rome</b></p> <p><b>Writing Type: Opinion</b> Students will plan, draft, revise, edit, publish, and present an opinion piece about Rome's most significant cultural contribution. They also complete a Performance Task focusing on writing an opinion piece about whether architecture or Latin was Rome's greatest lasting contribution.</p> <p><b>Additional Writing:</b> short opinion reflections; notes; write a debate; short and extended responses to text; graphic organizers; combine and expand sentences using appositives and conjunctions. Pausing Points provide additional opportunities for student writing.</p>
5	<p><b>Our Solar System and Beyond: Astronomy</b></p> <p><b>Writing Type: Informative</b> Students conduct research and take notes to plan, draft, revise, edit, and publish an informative writing piece about a day in the life of an astronaut on a mission in space.</p> <p><b>Additional Writing:</b> graphic organizers; short reflections; short and extended responses to text; generate and combine sentences using conjunctions and dependent clauses. Pausing Points provide additional opportunities for student writing.</p>
6	<p><b>Regions and Cultures: Native Americans</b></p> <p><b>Writing Type: Informative</b> Students plan and draft informational newspaper articles featuring Native American communities and individuals that highlight contributions, traditions, and unique stories in their local area.</p> <p><b>Additional Writing:</b> unit dictionary; journal entries; short reflections, notes; graphic organizers; shared writing; short and extended responses to text; generate cause and effect sentences; expand sentences using independent clauses. Pausing Points provide additional opportunities for student writing.</p>
7 (Choice)	<p><b>Novel Study: Charlotte's Web</b></p> <p><b>Writing Type: Narrative</b> Students will plan, draft, revise, edit, publish, and present a fictional narrative describing Wilbur's friendship with one of Charlotte's grandchildren. They practice descriptive words, dialogue, and temporal words in their narratives.</p>

	<p><b>Additional Writing:</b> short summaries; graphic organizers; short and extended responses about characters and events in the novel; generate statements; expand sentences using dependent clauses and conjunctions. Pausing Points provide additional opportunities for student writing.</p>
<p><b>7</b> <b>(Choice)</b></p>	<p><b>Novel Study: Stella Díaz has Something to Say</b></p> <p><b>Writing Type: Narrative</b> Students will plan, draft, revise, edit, publish, and present a fictional narrative about Stella’s new experience over her summer break. They will include one new, interesting character in their narratives.</p>
	<p><b>Additional Writing:</b> short summaries; graphic organizers; short and extended responses; expand sentences using conjunctions and question words. Pausing Points provide additional opportunities for student writing.</p>
<p><b>8</b> <b>(Choice)</b></p>	<p><b>Systems and Senses: The Human Body</b></p> <p><b>Writing Type: Informative</b> Students will plan and draft an informational paragraph about one of the body systems discussed in the unit. They will write a title and draw an illustration of the system to include with their paragraph.</p>
	<p><b>Additional Writing:</b> structured paragraphs; letter writing; unit dictionary; short reflections; sentence sequencing; short and extended responses to text; graphic organizers; generate each of the four types of sentences. Pausing Points provide additional opportunities for student writing.</p>
<p><b>8</b> <b>(Choice)</b></p>	<p><b>From Glow to Echo: Light and Sound</b></p> <p><b>Writing Type: Informative</b> Students will plan, research, draft, revise, edit, and publish a newspaper article about the invention of the telephone or the incandescent light bulb.</p>
	<p><b>Additional Writing:</b> unit dictionary; lab notes; graphic organizers; short summaries; reflections; question writing; short and extended responses to text; generate cause and effect sentences; expand sentences with appositives, dependent clauses, and conjunctions. Pausing Points provide additional opportunities for student writing.</p>

<b>9</b>	<p data-bbox="399 212 846 239"><b>From Blues to Bebop: All That Jazz</b></p> <p data-bbox="399 275 716 302"><b>Writing Type: Informative</b></p> <p data-bbox="399 310 1382 432">Students will plan, research, draft, revise, edit, and publish two short, informational pieces about jazz musicians: one famous jazz musician and one contemporary jazz musician. They will create a presentation describing the connections between the two musicians.</p> <p data-bbox="399 468 1365 590"><b>Additional Writing:</b> Know-Wonder-Learn (KWL) charts; research question writing; graphic organizers; research plan; short informative paragraph; generate and combine sentences. Pausing Points provide additional opportunities for student writing.</p>
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