

## CURRICULUM MAP

Course Title: Language Arts

UNIT/ORGANIZING PRINCIPLE: Writing standards (W)

PACING:

UNIT NUMBER:

<b>ESSENTIAL QUESTIONS:</b>				
<b>CONCEPTS/ CONTENT (outcomes)</b>	<b>LEARNING TARGETS/SKILLS (Performance Tasks)</b>	<b>BENCHMARKS</b>	<b>KEY TERMINOLOGY</b>	<b>ACTIVITIES/ RESOURCES</b>
<p>Text types and Purposes W.3.1</p> <p>W.3.1a</p> <p>W.3.1b</p> <p>W.3.1c</p>	<p>I can write opinion on topics or texts, supporting a point of view with reasons.</p> <p>I can introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.</p> <p>I can provide reasons that support the opinion.</p> <p>I can use linking words and phrases to connect opinion and reason.</p>		<p>Concluding statement Dialogue Fact Informative text Narrative Opinion Point of view Publish Purpose Reflect Research Revise Sequence of event Source Supporting detail Topic</p>	<p>Flip Chart Writing Prompts</p>

<b>W.3.1d</b>	<b>I can provide a concluding state or section.</b>			
<b>W.3.2</b>	<b>I can write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</b>			
<b>W.3.2a</b>	<b>I can introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</b>			
<b>W.3.2b</b>	<b>I can develop the topic with facts, definitions, and details.</b>			
<b>W.3.2c</b>	<b>I can use linking words and phrases to connect ideas within categories of information.</b>			
<b>W.3.2d</b>	<b>I can provide a concluding statement or section.</b>			

<b>W.3.3</b>	<b>I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.</b>			
<b>W.3.3a</b>	<b>I can establish a situation and introduce a narrator and /or character; organize an event sequence that unfolds naturally.</b>			
<b>W.3.3b</b>	<b>I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</b>			
<b>W.3.3c</b>	<b>I can use temporal words and phrases to signal event order.</b>			
<b>W.3.3d</b>	<b>I can provide a sense of closure.</b>			

<b>Production and Distribution of Writing</b> <b>W.3.4</b>	<b>I can with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b>			
<b>W.3.5</b>	<b>I can with guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>			
<b>W.3.6</b>	<b>I can with guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</b>			

<b>Research to Build and Present Knowledge</b> <b>W.3.7</b>	<b>I can conduct short research projects that built knowledge about a topic.</b>			
<b>W.3.8</b>	<b>I can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b>			
<b>Range of Writing</b> <b>W.3.10</b>	<b>I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</b>			