

## Unit Focus

Third grade students will arrive as writers who craft small moments with detail and description. They are experienced in using a writer’s notebook and the writing process to create powerful writing in a variety of genres. The launch will focus on the power a writer’s voice projects – as students find ways their own writing can impact the lives of others and call an audience to action. This unit focuses on creating writers who use their notebooks productively to gather, mine and experiment with writing topics and analyze their own work to set goals and work hard on revision to raise the level of their narrative writing craft.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.3.3)               <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.3.3.A)</li> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS.ELA-LITERACY.W.3.3.B)</li> <li>○ Use temporal words and phrases to signal event order. (CCSS.ELA-LITERACY.W.3.3.C)</li> </ul> </li> <li>• Writing               <ul style="list-style-type: none"> <li>○ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) (CCSS.ELA-LITERACY.W.3.4)</li> <li>○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.3.5)</li> <li>○ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS.ELA-LITERACY.W.3.6)</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development (Reflection)</p> <p>T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing (Imagining, Reflection)</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</p> <p>Q2 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Writers gather and try new things in their notebooks.</p> <p>K2 Writers talk about their stories before they write them.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Self-selecting topics that are important to them.</p> <p>S2 Self-monitoring for clarity.</p> <p>S3 Writing narratives to develop real or</p>	

## Stage 1: Desired Results - Key Understandings

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(CCSS.ELA-LITERACY.W.3.10)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.3.1)*
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. *(CCSS.ELA-LITERACY.L.3.1.A)*
  - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. *(CCSS.ELA-LITERACY.L.3.1.E)*
  - Ensure subject-verb and pronoun-antecedent agreement.\* *(CCSS.ELA-LITERACY.L.3.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
  - Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(CCSS.ELA-LITERACY.L.3.2.G)*

### Student Growth and Development 21st Century Capacities Matrix

#### *Creative Thinking*

- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

#### *Self-Direction*

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*

K3 Vocabulary: Writing Process, Plan, Draft, Revise, Edit, Publish, Reflect, Goals, Collaborate, Writing Partner, Writer's Notebook, Narrative, Informational/Expository, Persuasive Memoir, Sensory Details, Setting, Characters, Dialogue, Problem, Solution, Internal Conflict, External Conflict, Adventure, Conclusion, Lead/Beginning, Suspense, Mood, Visualize, Predict, Questions, Wonderings, Paragraph, Transition, Writing Craft, Narrative, Writing Moves, Risk Taking, Critical Reflection, Writing Conference, Inspiration, Territories, Small Moments/Snapshots/Scenes, Message, Audience, Purpose, Topic, TMAP, voice, capitalization, noun, proper noun, subject, verb, adjective, pronoun, verb tense

- imagined experiences.
- S4 Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- S5 Using the writing process to plan, draft, revise, edit, publish and reflect.
- S6 Using a checklist to plan and revise.
- S7 Engaging effectively in a range of collaborative discussions.
- S8 Working productively as a writing partner
- S9 Explaining the function of nouns, pronouns, verbs, and adjectives
- S10 Forming and using simple verb tenses
- S11 Ensuring subject-verb and pronoun-antecedent agreement
- S12 Capitalizing appropriate words in titles
- S13 Using conventional spelling for high-frequency words
- S14 Consulting reference materials as needed to check and correct spellings
- S15 Using spelling patterns and generalizations in writing words