

## Third Grade Writing

<b>Curriculum/Content Area:</b> Writing	<b>Course Length:</b> One Year
<b>Course Title:</b> Third Grade Literacy	<b>Date last reviewed:</b> 2013
<b>Prerequisites:</b> N/A	<b>Board approval date:</b>
<b>Primary Resource:</b> Teachers College Readers and Writers Project <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

## Desired Results

**Course description and purpose:** These units of study take into account that many third-graders are writing on full sheets of notebook paper and in writers notebooks for the first time. The opening unit extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work. Students will write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge. Students will use their newfound abilities to gather and organize information to persuade people about causes the children believe matter. Students will also use familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood.

### Priority Standards - Anchor Standards

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *K-12*

**WI.ELA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

**WI.ELA.R10:** Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

**WI.ELA.W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

**WI.ELA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

**WI.ELA.F1-Print Concepts:** Demonstrate understanding of the organization and basic features of print *K-1*

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. *2-5*

### Priority Standards - 3rd Grade

#### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

**WI.ELA.W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.\*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Unit 1 - Crafting True Stories

### Enduring Understandings

1. Students will understand that using strategies to develop real or imagined experiences or events will help them write narrative text.
2. Students will understand that writers consider task, purpose and audience in order to write clearly.
3. Students will understand that planning, revising, editing and rewriting will strengthen writing.
4. Students will understand how to gather relevant and credible information from print and digital sources without plagiarizing.
5. Students will understand how to approach varied writing tasks that require different levels of stamina.

### Essential Questions

1. How can I raise the level of my narrative writing, in particular by working on structure, development, and language conventions?
2. How can I keep a writer's notebook and use my notebook as a tool for collecting focused narratives?
3. How can I work on my narrative writing skills so that when I rehearse different starts to my story and revise my flash drafts, my narrative writing gets better?
4. How can I use what I notice from studying a mentor text and from learning about narrative writing to write more powerful stories?
5. How do I use all I've learned about paragraphing, punctuation, and self-assessment to produce published texts?

### Standards

**WI.ELA.W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Supporting Standards

**WI.ELA.W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**WI.ELA.W10:** 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.

**WI.ELA.L3:** Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

## Learning Targets

I can establish a situation and introduce a narrator and/or characters. (W.3.4)

I can organize an event sequence that unfolds naturally. (W.3.4)

- *Bend 1: S2: Finding Ideas and Writing Up a Storm*
- *Bend 1: S3: Drawing on a Repertoire of Strategies: Writing with Independence*
- *Bend 1: S4: Writers Use a Storyteller's Voice*
- *Bend 1: S5: Pausing to Ask, "How Am I Doing?"*
- *Bend 1: S6: Editing as We Go*
- *Bend 2: S8: Writing Discovery Drafts*
- *Bend 2: S14: Drafting: Writing From Inside a Memory*

I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.4)

- *Bend 1: S2: Finding Ideas and Writing Up a Storm*
- *Bend 1: S3: Drawing on a Repertoire of Strategies: Writing with Independence*
- *Bend 1: S4: Writers Use a Storyteller's Voice*
- *Bend 1: S5: Pausing to Ask, "How Am I Doing?"*
- *Bend 1: S6: Editing as We Go*
- *Bend 2: S9: Revising by Studying What Other Authors Have Done*
- *Bend 2: S14: Drafting: Writing From Inside a Memory*
- *Bend 2: S16: Commas and Quotation Marks: Punctuating Dialogue*

I can use temporal words and phrases to signal event order. (W.3.4)

- *Bend 1: S3: Drawing on a Repertoire of Strategies: Writing with Independence*
- *Bend 1: S4: Writers Use a Storyteller's Voice*
- *Bend 1: S5: Pausing to Ask, "How Am I Doing?"*
- *Bend 2: S9: Revising by Studying What Other Authors Have Done*
- *Bend 2: S14: Drafting: Writing From Inside a Memory*

I can provide a sense of closure (W.3.4)

- *Bend 1: S3: Drawing on a Repertoire of Strategies: Writing with Independence*
- *Bend 3: S18: Revising Endings: Learning From Published Writing*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *Bend 1: S1: Starting the Writing Workshop: Visualizing Possibilities*
- *Bend 1: S2: Finding Ideas and Writing Up a Storm*
- *Bend 3: S17: Writers Revise in Big, Important Ways*

I can form and use regular and irregular plural nouns. (L.3.1.b)

I can form and use regular and irregular plural verbs. (L.3.1.d)

I can form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.e)

I can produce simple, compound, and complex sentences. (L.3.1.i)

- *Bend 3: S19: Using Editing Checklists*

I can develop and strengthen writing by planning, revising and editing. (W.3.5)

- *Bend 2: S7: Rehearsing: Storytelling and Leads*
- *Bend 2: S9: Revising by Studying What Other Authors Have Done*

- *Bend 2: S10: Storytellers Develop the Heart of a Story*
- *Bend 2: S11: Paragraphing to Support Sequencing, Dialogue and Elaboration*
- *Bend 2: S12: Starting a Second Piece. Working With New Independence*
- *Bend 2: S13: Revision Happens Throughout the Writing Process*
- *Bend 2: S15: Revision: Balancing Kinds of Details*
- *Bend 2: S16: Commas and Quotation Marks: Punctuating Dialogue*
- *Bend 3: S17: Writers Revise in Big, Important Ways*
- *Bend 3: S19: Using Editing Checklists*

I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10)

- *Bend 1: S1: Starting the Writing Workshop: Visualizing Possibilities*
- *Bend 1: S2: Finding Ideas and Writing Up a Storm*
- *Bend 1: S3: Drawing on a Repertoire of Strategies: Writing with Independence*
- *Bend 2: S7: Rehearsing: Storytelling and Leads*
- *Bend 2: S8: Writing Discovery Drafts*

I can use what I know about language and conventions. (L.3.3)

- *Bend 2: S7: Rehearsing: Storytelling and Leads*
- *Bend 2: S14: Drafting: Writing From Inside a Memory*
- *Bend 2: S15: Revision: Balancing Kinds of Details*
- *Bend 2: S16: Commas and Quotation Marks: Punctuating Dialogue*
- *Bend 3: S17: Writers Revise in Big, Important Ways*
- *Bend 3: S18: Revising Endings: Learning From Published Writing*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *Come On, Rain!* by Karen Hesse

## Unit 2 - The Art of Informational Writing

### Enduring Understandings

#### Enduring Understandings/Topics of Study: Enduring Understandings:

- Students will understand that using strategies to examine and convey complex ideas will help them write informative texts.
- Students will understand that writers consider task, purpose and audience in order to write clearly.

### Essential Questions

- How can I raise the level of my information writing, in particular by working on structure, development, and language conventions?
- How can I learn to plan out ways to teach a topic that I know well so the information is chunked into organized categories?
- How can I learn to draft and revise my chapters so that I can practice writing with

- C. Students will understand that planning, revising, editing and rewriting will strengthen writing.
- D. Students will understand how to approach varied writing tasks that require different levels of stamina.

- varied kinds of information and structures, elaborating on that information, and linking pieces together?
- 4. How can I use writing time to learn to transfer what I have learned so far in this unit to pieces of writing that I am doing in other disciplines?

## Standards

**WI.ELA.W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### Supporting Standards

**WI.ELA.W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**WI.ELA.W10:** 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.

## Learning Targets

I can introduce a topic. (W.3.4)

- *Bend 1: S1: Teaching Others as a Way to Prime the Pump*
- *Bend 2: S11: Creating Introductions Through Researching Mentor Authors*
- *Bend 3: S12: Goal Setting*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can group related information together. (W.3.4)

- *Bend 1: S1: Teaching Others as a Way to Prime the Pump*
- *Bend 1: S2: The Power of Organizing and Reorganizing*
- *Bend 1: S3: New Structures Lead to New Thinking*
- *Bend 1: S5: Organization Matters in Texts*
- *Bend 2: S7: Making Connections Within and Across Chapters*
- *Bend 3: S12: Goal Setting*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can include illustrations when useful to aiding comprehension. (W.3.4)

- *Bend 3: S12: Goal Setting*
- *Bend 3: S14: Using Text Features Makes It Easier for Readers to Learn*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can develop the topic with facts, definitions, and details. (W.3.4)

- *Bend 1: S1: Teaching Others as a Way to Prime the Pump*
- *Bend 1: S2: The Power of Organizing and Reorganizing*
- *Bend 1: S3: New Structures Lead to New Thinking*
- *Bend 1: S5: Organization Matters in Texts*
- *Bend 2: S6: Studying Mentor Texts in a Search for Elaboration Strategies*
- *Bend 2: S7: Making Connections Within and Across Chapters*
- *Bend 3: S12: Goal Setting*
- *Bend 3: S15: Fact-Checking Through Rapid Research*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (W.3.4)

- *Bend 2: S7: Making Connections Within and Across Chapters*
- *Bend 3: S12: Goal Setting*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can provide a concluding statement or section. (W.3.4)

- *Bend 2: S11: Creating Introductions Through Researching Mentor Authors*
- *Bend 3: S12: Goal Setting*
- *Bend 3: S14: Using Text Features Makes It Easier for Readers to Learn*
- *Bend 4: S19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills*
- *Bend 4: S20: Bringing All You Know to Every Project*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *All Sessions in Unit*

I can develop and strengthen writing by planning, revising and editing. (W.3.5)

- *Bend 1: S2: The Power of Organizing and Reorganizing*
- *Bend 1: S5: Organization Matters in Texts*
- *Bend 2: S6: Studying Mentor Texts in a Search for Elaboration Strategies*
- *Bend 2: S8: Balancing Facts and Ideas*
- *Bend 2: S9: Researching Facts and Ensuring Text Accuracy*
- *Bend 2: S10: Reusing and Recycling in the Revision Process*
- *Bend 3: S13: Putting Oneself in Readers' Shoes to Clear Up Confusion*
- *Bend 3: S15: Fact-Checking Through Rapid Research*
- *Bend 3: S16: Punctuating With Paragraphs*
- *Bend 4: S18: Revising From Self-Assessment*

I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10)

- *Bend 1: S3: New Structures Lead to New Thinking*
- *Bend 1: S4: Laying the Bricks of Information*
- *Bend 4: S17: Plan Content-Area Writing. Drawing on Knowledge From Across the Unit*
- *Bend 4: S18: Revising From Self-Assessment*

## Assessment Evidence

### Performance Assessment Options

May include, but are not limited to the following:

### Other assessment options

May include, but are not limited to the following:

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<b>Digital Tools &amp; Supplementary Resources</b>	
<b>Recommended Mentor Texts:</b> <ul style="list-style-type: none"> <li>• <i>Deadliest Animals</i> by Melissa Stewart</li> </ul>	

<b>Unit 3 - Changing the World: Persuasive Speeches, Petitions, and Editorials</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Students will understand that using valid reasoning and sufficient evidence will help them write convincing arguments.</li> <li>2. Students will understand that planning, revising, editing and rewriting will strengthen writing.</li> <li>3. Students will understand that they can use technology to produce and publish writing to communicate a message.</li> <li>4. that conducting research projects based on focused questions allows them to demonstrate their understanding of a subject.</li> <li>5. Students will understand how to approach varied writing tasks that require different levels of stamina.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I raise the level of my opinion writing, in particular by working on structure, development, and language conventions?</li> <li>2. How can I learn to draft and revise speeches to better persuade an audience?</li> <li>3. How can I work on organizing a speech so that I provide several reasons, with examples that go with them, to convince my audience?</li> <li>4. How can I transfer and apply everything I know about writing speeches to writing other opinion pieces in other genres?</li> <li>5. How can I work with a group to learn to incorporate text-based evidence into opinion pieces that aim to make a difference in the world?</li> </ol>
<b>Standards</b>	
<p><b>WI.ELA.W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p><b>WI.ELA.SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>Supporting Standards</b></p> <p><b>WI.ELA.W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
<b>Learning Targets</b>	
<p>I can introduce the topic or text I am writing about. (W.3.4)</p> <p>I can state an opinion. (W.3.4)</p> <ul style="list-style-type: none"> <li>• <i>Bend 1: S1: Practicing Persuasion</i></li> <li>• <i>Bend 1: S2: Gathering Brave, Bold Opinions for Persuasive Writing</i></li> <li>• <i>Bend 1: S3: Drawing on a Repertoire of Strategies for Generating Opinion Writing</i></li> </ul>	

I can create an organizational structure that lists reasons. (W.3.4)

- *Bend 1: S4: Considering Audience to Say More*
- *Bend 1: S5: Editing as You Go*
- *Bend 2: S7: Gathering All You Know About Your Opinion*
- *Bend 2: S11: Paragraphing to Organize Our Drafts*
- *Bend 3: S17: Revising Your Introductions and Conclusions*

I can provide reasons that support the opinion. (W.3.4)

- *Bend 1: S1: Practicing Persuasion*
- *Bend 1: S2: Gathering Brave, Bold Opinions for Persuasive Writing*
- *Bend 1: S3: Drawing on a Repertoire of Strategies for Generating Opinion Writing*
- *Bend 1: S4: Considering Audience to Say More*
- *Bend 1: S6: Goal Setting*
- *Bend 2: S7: Gathering All You Know About Your Opinion*
- *Bend 2: S8: Organizing and Categorizing*
- *Bend 2: S9: For Example: Proving by Showing*
- *Bend 3: S16: Gathering a Variety of Evidence: Interviews and Surveys*
- *Bend 4: S19: Tackling a Cause*

I can use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.4)

- *Bend 1: S3: Drawing on a Repertoire of Strategies for Generating Opinion Writing*
- *Bend 2: S11: Paragraphing to Organize Our Drafts*

I can provide a concluding statement or section. (W.3.4)

- *Bend 1: S3: Drawing on a Repertoire of Strategies for Generating Opinion Writing*
- *Bend 3: S17: Revising Your Introductions and Conclusions*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *All Sessions in Unit*

I can develop and strengthen writing by planning, revising and editing. (W.3.5)

- *Bend 1: S5: Editing as You Go*
- *Bend 1: S6: Goal Setting*
- *Bend 2: S10: Writers Select and Discard Material*
- *Bend 2: S12: Choosing Words that Sound Right and Evoke Emotion*
- *Bend 3: S15: Becoming Your Own Job Captain*
- *Bend 3: S18: Taking Stock Again: Goal Setting with More Independence*
- *Bend 4: S20: Becoming Informed About a Cause*
- *Bend 4: S21: Letter to Teachers: Yesterday's Revisions Become Today's Drafting Strategies*
- *Bend 4: S22: Getting Our Writing Ready for Readers*

## Assessment Evidence

### Performance Assessment Options

May include, but are not limited to the following:

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### Other assessment options

May include, but are not limited to the following:

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## Digital Tools & Supplementary Resources

### Unit 4 - Baby Literary Essay

#### Enduring Understandings

1. Students will understand that using valid reasoning and sufficient evidence will help them write convincing arguments.
2. Students will understand that planning, revising, editing and rewriting will strengthen writing.
3. Students will understand how to draw evidence from text to support their thinking
4. Students will understand how to approach varied writing tasks that require different levels of stamina.

#### Essential Questions

1. How can I write an essay that states a strong opinion about a text and supports it clearly with evidence from the text?
2. How can I learn to structure an essay by organizing my thinking, and by using evidence from the story to support my opinion or thesis?
3. How can I raise the level of my essay writing by being even more organized and specific, and how can I begin to develop my own opinion or thesis by thinking, talking, and writing about a story?
4. How can I use everything I've learned about supporting an opinion with details from a story, to supporting an opinion or idea with evidence from any text, such as a nonfiction text?

#### Standards

**WI.ELA.W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

#### Supporting Standards

**WI.ELA.W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Learning Targets

I can introduce the topic or text I am writing about. (W.3.4)

- *Bend 1: S1: Writers Study Characters and Ask What They Do and How They Do It*
- *Bend 1: S2: Writers Study Characters to Identify Their Motivations and Develop Theories*

I can state an opinion. (W.3.4)

- *Bend 1: S3: Writers Create an Opinion Statement About Characters*
- *Bend 1: S5: Writers Revise Claims*
- *Bend 2: S6: Writers Create Character-Based Statements*

- *Bend 2: S9: Writers Create Strong Claims*

I can create an organizational structure that lists reasons. (W.3.4)

- *Bend 2: S8: Writers Rank Evidence in Order to Support Their Claims*
- *Bend 2: S10: Writers Track Ideas Across a Text*

I can provide reasons that support the opinion. (W.3.4)

- *Bend 1: S4: Writers Find Evidence From Different Parts of the Text*
- *Bend 2: S7: Writers Support Their Statements With Evidence*
- *Bend 2: S10: Writers Track Ideas Across a Text*
- *Bend 2: S11: Writers Support Claims With Text Evidence*
- *Bend 3: S17: Writers Make Claims Stronger by Quoting Lines From a Text*
- *Bend 3: S18: Writers Track New Ideas Across a Text*
- *Bend 3: S19: Writers Support New Claims With Text Evidence*

I can use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (W.3.4)

- *Bend 2: S10: Writers Track Ideas Across a Text*
- *Bend 3: S18: Writers Track New Ideas Across a Text*

I can provide a concluding statement or section. (W.3.4)

- *Bend 2: S12: Writers Set Goals*
- *Bend 2: S13: Writers Use Goals to Revise and Edit Their Essays*

I can be a respectful participant in small and large group conversations. (SL.3.1)

- *All Sessions in Unit*

I can develop and strengthen writing by planning, revising and editing. (W.3.5)

- *Bend 1: S5: Writers Revise Claims*
- *Bend 2: S8: Writers Rank Evidence in Order to Support Their Claims*
- *Bend 2: S12: Writers Set Goals*
- *Bend 2: S13: Writers Use Goals to Revise and Edit Their Essays*
- *Bend 3: S16: Writers Rank Evidence to Support a New Claim*
- *Bend 3: S20: Writers Revise Goals*
- *Bend 3: S21: Writers Use New Goals to Revise and Edit Their Essays*

### **Assessment Evidence**

#### **Performance Assessment Options**

*May include, but are not limited to the following:*

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#### **Other assessment options**

*May include, but are not limited to the following:*

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### **Digital Tools & Supplementary Resources**

Unit 5 - Poetry	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> <li>1. Students will understand that using strategies to develop real or imagined experiences or events will help them write narrative text</li> <li>2. Students will understand that writers consider task, purpose and audience in order to write clearly</li> <li>3. Students will understand that planning, revising, editing and rewriting will strengthen writing</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I live like a poet, writing to express my ideas using all I know about language and craft?</li> <li>2. How can I begin to live the life of a poet—writing lots and lots of poems about things I see and care about?</li> <li>3. How can I learn to focus not just on the content of my poem, but on the language and form, too?</li> <li>4. How can I revise my poems with craft, language, and meaning in mind?</li> <li>5. How can I create an anthology of poetry that looks and sounds the way I want it to?</li> </ol>
Standards	
<p><b>WI.ELA.W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p><b>WI.ELA.SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p>	
<p><b>Supporting Standards</b></p> <p><b>WI.ELA.W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
Learning Targets	
<p>I can establish a situation and introduce a narrator and/or characters. (W.3.4)</p> <ul style="list-style-type: none"> <li>● <i>Bend 1: S1: Writers Generate Ideas by Reading Poetry</i></li> <li>● <i>Bend 1: S2: Writers Generate Ideas by Paying Close Attention to the World Around Them</i></li> <li>● <i>Bend 1: S3: Writers Create Poetry That is Based Upon Strong Emotion</i></li> <li>● <i>Bend 3: S10: Writers Utilize Other Genres to Create Poetry</i></li> </ul> <p>I can organize an event sequence that unfolds naturally. (W.3.4)</p> <ul style="list-style-type: none"> <li>● <i>Bend 2: S6: Writers Create Line Breaks</i></li> <li>● <i>Bend 2: S7: Writers Organize Poems to Convey Powerful Meanings</i></li> <li>● <i>Bend 3: S10: Writers Utilize Other Genres to Create Poetry</i></li> </ul> <p>I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.4)</p> <ul style="list-style-type: none"> <li>● <i>Bend 1: S3: Writers Create Poetry That is Based Upon Strong Emotion</i></li> <li>● <i>Bend 1: S4: Writers Can Add Depth to Their Writing by Including Actions, Details and Feelings</i></li> <li>● <i>Bend 2: S8: Writers Incorporate Imagery or Rhyme Schemes by Using Strong Word Choices</i></li> <li>● <i>Bend 2: S9: Writers Make Comparisons by Utilizing Literary Language</i></li> <li>● <i>Bend 3: S10: Writers Utilize Other Genres to Create Poetry</i></li> </ul>	

<p>I can provide a sense of closure (W.3.4)</p> <ul style="list-style-type: none"> <li>• <i>Bend 3: S11: Writers Create Conclusions to Their Poems</i></li> </ul> <p>I can be a respectful participant in small and large group conversations. (SL.3.1)</p> <ul style="list-style-type: none"> <li>• <i>All Sessions in Unit</i></li> </ul> <p>I can develop and strengthen writing by planning, revising and editing. (W.3.5)</p> <ul style="list-style-type: none"> <li>• <i>Bend 1: S5: Writing Partners Ask Questions and Look Deeply at Their Writing</i></li> </ul>	
<b>Assessment Evidence</b>	
<p><b>Performance Assessment Options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Other assessment options</b>  <i>May include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Digital Tools &amp; Supplementary Resources</b>	

<b>Unit 6 - Once Upon a Time: Adapting and Writing Fairy Tales</b>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Students will be able to raise the level of narrative writing, particularly by working on structure, development, voice, figurative language, and language conventions.</li> <li>2. Students will be able to compare and contrast published texts to determine the common structure and craft of fairy tales, and use that information to create their adaptation.</li> <li>3. Students will be able to transfer techniques and strategies of writing fairy tale adaptation to write another piece with greater independence.</li> <li>4. Students will be able to transfer techniques and strategies of writing fairy tale adaptations to write an original fairy tale, this working working on symbolism, figurative language, and complex sentence structure.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I raise the level of my narrative writing, particularly by working on structure, development, voice, figurative language, and language conventions?</li> <li>2. How can I learn about how fairy tales go--their structure and craft--from comparing and contrasting published fairy tale adaptations, and from storytelling and drama....and then, how can I make my own fairy tale adaptations?</li> <li>3. How can I transfer all that I learned to write another fairy tale adaptation, this time working with greater independence?</li> <li>4. How can I draw on all that I learned to write an original fairy tale, this time working hard on things like symbolism, figurative language, and complex sentence structure?</li> </ol>
<b>Standards</b>	
<p><b>WI.ELA.W4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p>	

**WI.ELA.SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Supporting Standards**

**WI.ELA.W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**WI.ELA.W10:** 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.

### **Learning Targets**

al can establish a situation and introduce a narrator and/or characters. (W.3.4)

al can organize an event sequence that unfolds naturally. (W.3.4)

- *Bend 1: S2: Writing Story Adaptations*
- *Bend 1: S5: Weaving Narration Through Stories*
- *Bend 3: S13: Collecting Ideas for Original Fairy Tales*
- *Bend 3: S14: From "This is a Fairy Tale About" to "Once Upon a Time"*

bl can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.4)

- *Bend 1: S3: Planning and Drafting Adaptations of Fairy Tales*
- *Bend 1: S4: Writers Can Story-Tell and Act Out as They Draft*
- *Bend 1: S5: Weaving Narration Through Stories*
- *Bend 1: S6: Assessment Using Self-Reflection*
- *Bend 2: S8: Telling Stories That Make Readers Shiver*
- *Bend 2: S10: When Dialogue Swamps your Draft, Add Actions*
- *Bend 2: S11: Painting a Picture With Words: Revising for Language*
- *Bend 3: S14: From "This is a Fairy Tale About" to "Once Upon a Time"*
- *Bend 3: S15: Tethering Objects to Characters*
- *Bend 3: S16: Using Descriptive Language While Drafting*

cl can use temporal words and phrases to signal event order. (W.3.4)

- *Bend 1: S5: Weaving Narration Through Stories*
- *Bend 1: S6: Assessment Using Self-Reflection*

dl can provide a sense of closure (W.3.4)

- *Bend 1: S4: Writers Can Story-Tell and Act Out as They Draft*
- *Bend 1: S5: Weaving Narration Through Stories*
- *Bend 1: S6: Assessment Using Self-Reflection*
- *Bend 2: S10: When Dialogue Swamps your Draft, Add Actions*
- *Bend 2: S11: Painting a Picture With Words: Revising for Language*

l can be a respectful participant in small and large group conversations. (SL.3.1)

- *All Sessions in Unit*

I can use abstract nouns (e.g., childhood) (L.3.1a)

- *Bend 3: S18: Revising for Readers*

I can form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (L.3.1.e)

- *Bend 3: S19: Editing With an Eye Out for Broken Patterns*

I can use coordinating and subordinating conjunctions. (L.3.1h)

- *Bend 2: S12: Editing for Sentence Variety*

I can produce simple, compound, and complex sentences. (L.3.1.i)

- *Bend 2: S12: Editing for Sentence Variety*
- *Bend 3: S16: Using Descriptive Language While Drafting*

I can develop and strengthen writing by planning, revising and editing. (W.3.5)

- *Bend 1: S1: Adapting Classic Fairy Tales*
- *Bend 1: S2: Writing Story Adaptations*
- *Bend 1: S3: Planning and Drafting Adaptations of Fairy Tales*
- *Bend 1: S4: Writers Can Story-Tell and Act Out as They Draft*
- *Bend 2: S7: Goals and Plans Are a Big Deal*
- *Bend 2: S9: Revising Early and Often*
- *Bend 2: S12: Editing for Sentence Variety*
- *Bend 3: S15: Tethering Objects to Characters*
- *Bend 3: S16: Using Descriptive Language While Drafting*
- *Bend 3: S17: Revising the Magic*
- *Bend 3: S18: Revising for Readers*
- *Bend 3: S19: Editing With an Eye Out for Broken Patterns*

I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10)

- *Bend 1: S4: Writers Can Story-Tell and Act Out as They Draft*
- *Bend 1: S6: Assessment Using Self-Reflection*
- *Bend 2: S8: Telling Stories That Make Readers Shiver*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Mentor Texts:

- *Prince Cinders* by Babette Cole