TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 3 BALANCED LITERACY: WRITING
2019

(Last revision date: 2018)

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Grade 3 Balanced Literacy: Writing
Table of Contents

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Grade Three Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, opinion, and informational writing.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

In Grade Three, students build upon the knowledge gained in Grades K-2 to write more sophisticated pieces across a variety of genres including narrative, informational, and opinion writing.

Additionally in Grade Three, students are taught cursive language using Wilson Language. Building on the verbiage from *Fundations*, grade 3 language study follows with a focus on cursive writing formation.

Each day, approximately 55 minutes is to be spent on Writing Workshop. (Additionally, approximately 60 minutes is to be spent on Reading Workshop, and approximately 20 minutes on Interactive Read-Aloud.)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:
- writing is a process and each component has importance.
- writers set goals for their writing and work to meet them.
- writers write for specific audiences.
- writers generate ideas from their own experiences and the writing of others.
- writers use a wide repertoire of learned strategies to create effective writing.
- writers work to increase their volume and stamina.
- writers remain engaged in their writing, which can include talking, planning, and drafting.
- writers write and revise with increasing precision and complexity.
- writers revise and experiment with craft (word choice, dialogue, description, varied sentence length) to bring out significance and meaning.
- writers reflect on their own writing and the writing of peers using specific writing language.
- writers apply learned language conventions consistently.

COURSE ESSENTIAL QUESTIONS

- How do I understand who I am as a writer?
- How can I use writing tools?
- How can we use writing to better understand our world?
- How do I generate writing ideas that matter to me?
- How do I become a stronger narrative story writer?
- How do I become a more persuasive writer?
- How do I become a stronger informational writer?
- How do I write for an audience?
- How do I hook my reader?
- How do I organize the structure of my writing according to my purpose?
- How do I revise my writing to elaborate?
- How do I apply editing skills to my writing pieces?
- How do I help others with writing?
- How do I use mentor texts to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process.
- key writing vocabulary: generating ideas, drafting, revising, editing, stamina, publishing, mentor text, share, claim, evidence, and partnership.

Students will be able to . . .
- write a piece in each genre: narrative, informational, and opinion/persuasive.
- introduce a topic, opinion, or situation.
- create an organizational structure that groups reasons, details, examples, or a sequence of events.
- provide reasons and/or details to support the main idea of a piece of writing.
- use temporal words, linking words, and linking phrases.
- compose a concluding statement or section that provides a sense of closure.
- use dialogue and descriptions of actions, thoughts, and feelings.
- collaborate with a partner about writing.

WRITING YEAR AT A GLANCE

early September	Setting up / Launching Writing Workshop
mid September – mid October	Unit 1: Narrative: Crafting True Stories
late October – November	Unit 2: Opinion Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials
December – mid January	Unit 3: Informational Writing: The Art of Information Writing
late January – February	Unit 4: Opinion Writing: The Baby Literary Essay
March – April	Unit 5: Writing about Research
May – June	Unit 6: Narrative Writing: Once Upon a Time: Adapting and Writing Fairy Tales

UNIT 1
Narrative: Crafting True Stories

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.
CCS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCS.ELA-Literacy.W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
CCS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCS.ELA-Literacy.W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.9.a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CCS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
CCS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
CCS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCS.ELA-Literacy.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.3.1	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.
CCS.ELA-Literacy.SL.3.1.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.
CCS.ELA-Literacy.SL.3.1.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).

CCS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.
CCS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
CCS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.

CCS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
CCS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
CCS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
CCS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
CCS.ELA-Literacy.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
CCS.ELA-Literacy.L.3.6	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
CCS.ELA-Literacy.L.4.1.a	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that

are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do I use the writing tools in the classroom to support my writing?
- How do I generate writing ideas that matter to me?
  - How do I use lists and/or personal experiences to generate ideas?
  - How do I use my personal experiences to generate ideas?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I stretch out the "heart" of my story?
  - How do I group related sentences into paragraphs?
  - How do I balance dialogue with actions, thoughts, and details about setting?
- How do I edit as I write to make my writing as clear as possible?
  - How do I use checklists to help me edit writing?
- How do I help others with writing?
  - How do I work effectively with a writing partner?
- How do I use mentor texts to improve my writing?
  - How do I use exact words, descriptive details, and punctuation?
- How do I share my writing with others in a publishing celebration?

Scope and Sequence

Narrative: Crafting True Stories

Prior to Unit	- Set up your room for Writing Workshop. See Chps. 4-8 of *A Guide to the Common Core Workshop*. - Have a meeting area for mini-lessons and a writing center where students will get supplies as needed. - Use the opening days of school to help students become accustomed to the writing routines that they will use throughout the year. This should include introduction to the writing notebooks/folders they will use in your classroom. - Show students what a teacher-student and peer conference would look like. Consider showing students a video from the Teachers College Writing Project to demonstrate conferences. - Have students review their writing from the previous year to notice strengths and areas of growth. Teach students how to set goals using the checklist. The checklist and the upcoming pre-assessment can help students determine goals, perhaps with your help.

Bend I: Writing Personal Narratives with Independence

Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing make sure you: • Write a beginning for your story; • Use transition words to tell what happened in order; • Elaborate to help readers picture your story; • Show what your story is really about; • Write an ending to your story."
Lesson 1	<u>Session 1</u>: Starting the Writing Workshop: Visualizing Possibilities (p. 2)
Lesson 2	<u>Session 2</u>: Finding Ideas and Writing Up a Storm (p. 12)
Lesson 3	<u>Session 3</u>: Drawing on Repertoire of Strategies: Writing with Independence (p. 22)
Lesson 4	<u>Session 4</u>: Writers Use a Storyteller's Voice: They Tell Stories, Not Summaries (p. 34)
Lesson 5	<u>Session 5</u>: Taking Stock: Pausing to Ask, "How Am I Doing?" (p. 45)
Lesson 6	<u>Session 6</u>: Editing As We Go: Making Sure Others Can Read Our Writing (p. 55)
Bend II: Becoming a Storyteller on the Page	
Lesson 7	<u>Session 7</u>: Rehearsing: Storytelling and Leads (p. 64)
Lesson 8	<u>Session 8</u>: Writing Discovery Drafts (p. 74)
Lesson 9	<u>Session 9</u>: Revising by Studying What Other Authors Have Done (p. 82)
Lesson 10	<u>Session 10</u>: Storytellers Develop the Heart of a Story (p. 91)
Lesson 11	<u>Session 11</u>: Paragraphing to Support Sequencing, Dialogue, and Elaboration (p. 102)
Bend III: Writing with New Independence on a Second Piece	

Lesson 12	Session 12: Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence (p. 112)
Lesson 13	Session 13: Revision Happens throughout the Writing Process (p. 121)
Lesson 14	Session 14: Drafting: Writing from Inside a Memory (p. 124)
Lesson 15	Session 15: Revision: Balancing Kinds of Details (p. 133)
Lesson 16	Session 16: Commas and Quotation Marks: Punctuating Dialogue (p. 138)
Bend IV: Fixing Up and Fancying Up Our Best Work: Revision and Editing	
Lesson 17	Session 17: Writers Revise in Big, Important Ways (p. 148)
Lesson 18	Session 18: Revising Endings: Learning from Published Writing (p. 155)
Lesson 19	Session 19: Using Editing Checklists (p. 161)
Lesson 20	Session 20: Publishing: A Writing Community Celebrates (p. 169)
After Lesson 20	Students complete On-Demand Post-Assessment (45 mins.): Prompt: "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best small moment story that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing make sure you: • Write a beginning for your story; • Use transition words to tell what happened in order; • Elaborate to help readers picture your story; • Show what your story is really about; • Write an ending to your story."

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:
1. On-Demand Writing Sample
   Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See "Scope & Sequence" above for exact wording of prompt.) This writing sample will be

without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:
1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the grade 3 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample
Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See "Scope & Sequence" above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer's Notebook/Folders and published pieces

Resources
<u>Core</u>
Teacher:
- *Narrative: Crafting True Stories* (Grade 3, Unit 1)
- CD-ROM included with Units of Study
- Online resources (www.heinemann.com)
- "Grade 3 Writing Curriculum Selections – Summer 2017" packet
- *Writing Pathways*
- *Come On, Rain!* By Karen Hesse

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

<u>Supplemental</u>
Teacher:
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

Time Allotment
- mid September – mid October (including approximately 4 days for work with grammar/conventions using *Write Source*)

UNIT 2
Opinion Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
CCS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	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.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.
CCS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
CCS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.3.1.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).
CCS.ELA-Literacy.SL.3.1.c	Ask questions to check understand of information presented, stay on topics, and link their comments to the remarks of others.
CCS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles.
CCS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
CCS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCS.ELA-Literacy.L.4.2.a	Use correct capitalization.
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.

Unit Essential Questions

- How do I generate writing ideas that matter to me?
  - How do I think about problems in our world to help me generate ideas?
- How do I write for an audience?
  - How do I think about how my introduction and conclusion impacts my audience?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I use examples and mini-stories to make my writing more persuasive?
- How do I share my writing with others, including the people who can effect change?
- How do I organize the structure of my writing according to my purpose?
  - How do I categorize my reasons and examples effectively?

Scope and Sequence

Opinion Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials	
Prior to On-Demand Pre-Assessment	<u>Please announce to all students the day prior</u>: "Think of a topic that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources." Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.
Bend I: Launching Work on Persuasive Speeches	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt</u>: "Think of a topic that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you'll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing make sure you:

	• Write a beginning and give your opinion; • Name reasons to show why you have that opinion; • Give evidence (details, facts, examples) to prove your opinion; • Use transition words to show how parts of your writing fit together; • Write an ending for your piece."
Lesson 1	<u>Session 1</u>: Practicing Persuasion (p. 2) <u>Note</u>: You should choose a topic that works for your classroom, one to which students will relate. There is no mid-workshop teaching point today.
Lesson 2	<u>Session 2</u>: Gathering Brave, Bold Opinions for Persuasive Writing (p. 10)
Lesson 3	<u>Session 3</u>: Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence (p. 20)
Lesson 4	<u>Session 4</u>: Considering Audience to Say More (p. 30)
Lesson 5	<u>Session 5</u>: Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts (p. 42)
Lesson 6	<u>Session 6</u>: Taking Stock and Setting Goals (p. 51)
Bend II: Raising the Level of Persuasive Writing	
Lesson 7	<u>Session 7</u>: Gathering All You Know about Your Opinion (p. 60) <u>Note</u>: Your mini-lesson will likely take longer today; see the design template on the CD-ROM or the Heinemann website.
Lesson 8	<u>Session 8</u>: Organizing and Categorizing (p. 70)
Lesson 9	<u>Session 9</u>: For Example: Proving by Showing (p. 79)
Lesson 10	<u>Session 10</u>: By Considering Audience, Writers Select and Discard Materials (p. 87)
Lesson 11	<u>Session 11</u>: Paragraphing to Organize Our Drafts (p. 95)
Lesson 12	<u>Session 12</u>: Choosing Words that Sound Right to Evoke Emotion (p. 103)
Lesson 13	<u>Session 13</u>: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication (p. 112)
Bend III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters	
Lesson 14	<u>Session 14</u>: Inquiry into Petitions (p. 120)

Lesson 15	Session 15: Becoming Your Own Job Captain (p. 128) Note: Today's mini-lesson is comprehensive.
Lesson 16	Session 16: Gathering a Variety of Evidence: Interviews and Surveys (p. 136)
Lesson 17	Session 17: Revising Your Introductions and Conclusions to Get Your Audience to Care (p. 141)
Lesson 18	Session 18: Taking Stock Again: Goal Setting with More Independence (p. 149)
Bend IV: Cause Groups	
Lesson19	Session 19: Tackling a Cause (p. 158) Note: Have a list of main causes the class seems passionate about so you can place students into groups to work together over the next four days.
Lesson 20	Session 20: Becoming Informed about a Cause (p. 164) Note: You may want to provide some resources for students doing research about their group's topic. Please consult the CD-ROM and Heinemann website.
Lesson 21	Session 21: Yesterday's Revisions Become Today's Drafting Strategies (p. 172) Note: Today, students are given time to work in their groups. The mid-working teaching point may be reminding students that they can rely on their group members for support. Students continue working in their groups in place of the share.
Lesson 22	Session 22: Getting Our Writing Ready for Readers (p. 176)
Lesson 23	Session 23: Celebrating Activism (p. 184)
After Lesson 23	There is no post-assessment for this unit; an on-demand post-assessment will occur after Unit 4: Opinion Writing: The Baby Literary Essay.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

Formative Assessments:
1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the persuasive genre. (See "Scope & Sequence" above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 persuasive writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:
1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 3 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. Writer's Notebook/Folders and published pieces

Resources
Core
Teacher:
- *Opinion Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials* (Grade 3, Unit 3)
- CD-ROM included with Units of Study
- Online resources (www.heinemann.com)
- "Grade 3 Writing Curriculum Selections – Summer 2016" packet
- *Writing Pathways*

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

Supplemental
Teacher:
- *Should There Be Zoos?* by Tony Stead
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

Time Allotment
- late October – November (including approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 3
Informational Writing: The Art of Information Writing

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
CCS.ELA-Literacy.W.3.2.c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
CCS.ELA-Literacy.W.3.2.d	Provide a concluding statement or section.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	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.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.

CCS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

understanding of the text (e.g., where, when, why, and how key events occur).

CCS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.3.1	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.
CCS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.

CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
CCS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key-words and phrases.
CCS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
CCS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Unit Essential Questions

- How do I generate writing ideas that matter to me?
  - How do I use my hobbies and interests to generate ideas?
- How do I write for an audience?
  - How do I use text features to teach my reader?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I use expert terms and vocabulary to teach my reader?

- How do I help others with writing?
  - How do I create goals with my partner to improve my writing?
- How do I use mentor texts to improve my writing?
- How do I organize the structure of my writing according to my purpose?
  - How do I use chapters and paragraphs to organize my information?

Scope and Sequence

Informational Writing: The Art of Information Writing	
Prior to Unit	The focus of the unit is writing informational pieces in which students examine a topic and convey ideas and information clearly. Before beginning the unit, each teacher should gather some nonfiction books with text features; the books should present various topics.
Prior to On-Demand Pre-Assessment	Please announce to all students the day prior: "Think of a topic that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources." Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.
Bend I: Organizing Information	
Prior to Lesson 1	Students complete On-Demand Pre-Assessment (45 mins.): Prompt: "Think of a topic that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you'll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing make sure you: • Write an introduction; • Elaborate with a variety of information; • Organize your writing; • Use transition words to show how parts of your writing fit together; • Write a conclusion."

Lesson 1	<u>Session 1</u>: Teaching Others as a Way to Prime the Pump (p. 2) <u>Note</u>: Each student should choose a topic for himself/herself to carry through the unit. The Unit book uses cockroaches; teachers may want to choose topics they know well.
Lesson 2	<u>Session 2</u>: The Power of Organizing and Reorganizing (p. 12) <u>Note</u>: Show students examples of Table of Contents pages from various texts. Students should experiment with Table of Contents subtopics. Teachers should remember to allow time for the mid-workshop teaching point.
Lesson 3	<u>Session 3</u>: New Structures Lead to New Thinking (p. 21) <u>Note</u>: This Session may need to be expanded over two-three lessons. Please refer to "boxes and bullets" on pp. 24-25. Students should be introduced to topic sentences.
Lesson 4	<u>Session 4</u>: Laying the Bricks of Information (p. 31) <u>Note</u>: Session 4 or Session 5 may require one-two lessons each so students can draft their topics to provide sufficient information.
Lesson 5	<u>Session 5</u>: Organization Matters in Texts Large and Small (p. 35) <u>Note</u>: Teachers should be sure here to consult the Information Writing Checklist on p. 42.
Bend II: Reaching to Write Well <u>Note</u>: Teachers may wish to collaborate with librarians and technology integration specialists to collect multiple resources on students' informational topics; a visit to the Learning Commons may be helpful.	
Lesson 6	<u>Session 6</u>: Studying Mentor Texts in a Search for Elaboration Strategies (p. 46) <u>Note</u>: Teachers should follow the mini-lesson and focus on transition words during the share.
Lesson 7	<u>Session 7</u>: Making Connections within and across Chapters (p. 55) <u>Note</u>: Again, teachers should be sure to refer to the Information Writing Checklist.
Lesson 8	<u>Session 8</u>: Balancing Facts and Ideas from the Start (p. 63)
Lesson 9	<u>Session 9</u>: Researching Facts and Ensuring Text Accuracy (p. 71)
Lesson 10	<u>Session 10</u>: Reusing and Recycling in the Revision Process (p. 79)

	Note: Teachers should focus the mid-workshop teaching point on writing conclusions.
Lesson 11	Session 11: Creating Introductions through Researching Mentor Authors (p. 82)
Bend III: Moving toward Publication, Moving toward Readers	
Lesson 12	Session 12: Taking Stock and Setting Goals (p. 90)
Lesson 13	Session 13: Putting Oneself in Readers' Shoes to Clear Up Confusion (p. 98) Note: Teachers should focus the mid-workshop teaching point on conjunctions.
Lesson 14	Session 14: Using Text Features Makes It Easier for Readers to Learn (p. 105) Note: Teachers may wish to collaborate with their technology integration specialists regarding text features that may be found using the Internet.
Lesson 15	Session 15: Fact-Checking through Rapid Research (p. 112)
Lesson 16	Session 16: Punctuating with Paragraphs (p. 115) Note: Teachers should focus the mid-workshop teaching point on pronoun antecedent connections.
Bend IV: Transferring Learning from Long Projects to Short Ones Note: Students may continue to use the same topics they have been working with throughout Bends I, II, & III.	
Lesson 17	Session 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit (p. 128)
Lesson 18	Session 18: Revising from Self-Assessments (p. 134)
Lesson 19	Session 19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills (p. 142)
Lesson 20	Session 20: Bringing All You Know to Every Project (p. 152)
After Lesson 20	There is no post-assessment for this unit; an on-demand post-assessment will occur after Unit 5: Writing about Research.

Assured Assessments

Student performance on the following assessments will be included in the Trimester 2 standards-based report card.

Formative Assessments:
1. On-Demand Writing Sample
   Students will write a formative 45-minute, on-demand pre-assessment in the informational genre. (See "Scope & Sequence" above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 informational writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:
1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the grade 3 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. Writer's Notebook/Folders and published pieces

Resources
Core
Teacher:
- *Informational Writing: The Art of Information Writing* (Grade 3, Unit 2) – with online materials accessible via www.heinemann.com.
- CD-ROM included with Units of Study
- *Writing Pathways*
- *Deadliest Animals* by Melissa Stewart

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

Supplemental
Teacher:
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

- Website useful for informational writing:
  - https://www.pebblego.com/login/

Time Allotment
- December – mid January (including approximately 5 days for work with grammar/conventions using *Write Source*)

UNIT 4
Opinion Writing: The Baby Literary Essay

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
CCS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	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.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.
CCS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
CCS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.3.1.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).
CCS.ELA-Literacy.SL.3.1.c	Ask questions to check understand of information presented, stay on topics, and link their comments to the remarks of others.
CCS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles.
CCS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
CCS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

| CCS.ELA-Literacy.L.4.2.a | Use correct capitalization. |
| CCS.ELA-Literacy.L.4.3.a | Choose words and phrases to convey ideas precisely. |

Unit Essential Questions

- How do I write an opinion essay about a piece of literature?
- How do I support that opinion essay clearly with evidence from the text?
- How do I write for an audience?
- How do I apply revision strategies to elaborate my writing pieces?
- How do I share my writing with others?
- How do I organize the structure of my writing according to my purpose?

Scope and Sequence

Opinion Writing: The Baby Literary Essay	
Prior to Unit	Some titles that will be helpful in this unit are: o *Wolf!* by Becky Bloom o *The Pain and the Great One* by Judy Blume o *A Day's Work* by Eve Bunting o *City Green* by DyAnne DiSalvo-Ryan o *The Man Who Walked between the Towers* by Mordecai Gerstein o *Julius, the Baby of the World* by Kevin Henkes o *Boundless Grace* by Mark Hoffman o *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull o *Tacky the Penguin* by Helen Lester o *The Paper Bag Princess* by Robert Munsch o *The Recess Queen* by Alexis O'Neill o *Thank You, Mr. Falker* by Patricia Polacco o *Brave Irene* by William Steig
Bend I: Structuring Essays *How can I learn to structure an essay by drafting and revising multiple essays,* *especially focusing on the text evidence to support my ideas?*	
Lesson 1	"Writers, people who write essays often find it helpful to practice, or rehearse their ideas and evidence before going off to write. Right now we are going to practice using our idea about (name text). We are going to practice what you would write in an essay about our idea, writing it in the air."

	Note: You should plan an essay (although at this point it is just a paragraph), using a familiar book as the model. Students should think about books or short stories they have read. Each student needs a text he/she can read or has read accurately.
	• Students should sit with partners.
	• You should read aloud a text.
	• You should model your thinking.
	• Students should turn and talk.
	• Students should jot their ideas.
	• You should categorize Post-it notes by theme.
	• A chart could include:
	   o character traits
	   o ideas about character relationships
	   o ideas about character changes
	   o lessons learned
	   o themes

Lesson 2	Note:
	• You should model or provide guided practice as needed with the class with the same text used previously. You may want to choose one character to discuss. Create a chart for students to refer to when writing.
	   o Name the text.
	   o State our claim. This is a thesis statement.
	   o List reasons or give evidence.
	   o Concluding statement.
	"Writers, today you are going to stretch yourselves. Today you are going to select a different idea to write about. As you decide on another claim, push yourselves to pick not only a different idea but from a different category."

Lesson 3	"Writers look for evidence that is the strongest." Note: • Students should rank their evidence: which is the strongest or most important. They should include the bigger, more important evidence, and leave out the weaker evidence. This can be done with their partners. • Children need to choose their own texts for upcoming Lesson 4. This could be their independent or guided reading books. You may want to structure the choices.
Lesson 4	"Writers, brief summaries of the text are one kind of evidence we can use. Lifting exact lines from the text can be another. Sometimes it is really

	powerful to lift a line because it helps your reader see and hear the text, not just your explanation of it." <u>Note:</u> • Today is guided practice based on the book or text chosen by each student. Students can be grouped and work together. Students can reread text with partners and use Post-it notes to mark pieces of evidence. • You will need to model lifting an exact line from the text. **You may need to add an additional day for this work.**
Lesson 5	"Today I want to teach you that writers can use checklists to assess their essays. Ask yourselves what you did well and what you need to work on. The parts you need to work on become the parts you revise today." <u>Note:</u> • Guided practice and partner work should continue, today using the opinion checklist.
Lesson 6	"Writers, today I want to teach you that writers use sentence starters to let their readers know that they are about to summarize or quote a piece of evidence. They might write: 'One way . . . Another way . . .' 'One part . . . Another part . . .' 'In the beginning . . . In the middle . . . In the end . . .' 'One part . . . Another part . . . But the *best* part . . .' Essayists don't just plop evidence into their essays. They comment on it by explaining how it supports the claim they are trying to make. They might write: 'This is important . . .' 'This means . . .' 'In other words . . .' 'The author used the words . . . or phrases . . .' 'The character could have . . . but instead . . .'"
**Bend II: Raising the Level of Baby Literary Essays  ** *How can I raise the level of my essay writing using new strategies and revision, and also begin to develop my thesis statements?*
Lesson 7	"Today I want to teach you that, as literary essayists, we can draw on strategies we've learned in reading to develop opinions and write essays. One way is to study characters and ask what they do and *how* they do it. Our observations become opinion statements."

	Note: • When reading, you studied what a character said and how he/she said it, as well as what other characters said about the character you are studying, and you developed theories about why the character said or did something. Those theories can be your thesis statements.
Lesson 8	"Today I want to teach you another way to develop ideas for opinion statements. As we study characters, we think about their motivations, asking why they do or say a particular thing. We develop theories about who these characters are as people based on what we notice. These theories can become the opinion statements that we write about in literary essays."
Lesson 9	"Today I want to teach you that readers don't always develop claims or opinions about characters from the start of a story. In fact, some of the strongest ideas are those that take the entire story into account. Readers suspend their ideas, studying the actions and changes a character undergoes across a story. Then they take a stance and write an opinion."
Lesson 10	"Another way writers can develop strong claims about texts is to study the relationships between characters. You might notice parts when two characters interact and ask, 'What is this teaching me about their relationship?' Then you can write your ideas in your notebook."
Lesson 11	"Writers, one way to push yourselves is to find evidence from different parts of the text. You might look at the beginning, middle, and end, pulling an example from each."
Lesson 12	"Writers, as literary essayists you need to make precisely true statements about your characters. Today I want to teach you that it is important to qualify your statement, to make sure that it is 'just right.' . . . Seek out the best work to describe who that character really is as a person." Note: Tell students that tomorrow they will write an opinion text: "Think of a topic that you know a lot about or about which you have strong feelings. Tomorrow, you will have 45 minutes to write an opinion text in which you will write your opinion or claim and tell reasons why you feel that way. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources." Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.

Lesson 13	Students complete On-Demand Post-Assessment (45 mins.) Prompt: "Think of a topic that you know a lot about or about which you have strong feelings. Today, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Use everything you know about essays, persuasive letters, and reviews to do this. Keep in mind that you'll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing make sure you: • Write a beginning and give your opinion; • Name reasons to show why you have that opinion; • Give evidence (details, facts, examples) to prove your opinion; • Use transition words to show how parts of your writing fit together; Write an ending for your piece." Note: Student responses can be structured as an essay or a persuasive text.
Bend III: Crafting Compare and Contrast Essays *Modeling and guided practice is the focus of this bend.*	

Lesson 14	"Today I want to remind you that one way to write about reading is to compare or contrast two or more texts. To do this work, readers carry ideas they had about one text with them to another, collecting thoughts along the way about how the texts are similar and different."
	
	Note:
	• When writing a Compare or Contrast Essay, we . . .
	   o Name the texts
	   o State our claim (how two characters, relationships, lessons, etc. are the same or different)
	   o Give evidence from one text
	   o Give evidence from a second text
	   o Make a concluding statement

Lesson 15	"Today I want to teach you that when comparing or contrasting it is helpful to look at what you are comparing and contrasting through the same lenses. Instead of looking at one thing and then simply moving to the next with a fresh set of eyes, you can look at one thing a certain way and then look at another in the same way you looked at the first."
Lesson 16	"Literary essayists start each paragraph with a topic sentence. The topic sentence lets readers know exactly what the paragraph will be about."
Lesson 17	Note: Today students should revise and edit their work. They should "fancy it up" for the celebration.
Lesson 18	Celebration!

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:
1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will bring a baby literary essay to publication as a summative assessment.

2. On-Demand Writing Sample
   Students will write a formative 45-minute, on-demand post-assessment in the persuasive genre. (See "Scope & Sequence" above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 persuasive writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This will help teachers plan for differentiation during the unit.

3. Writer's Notebook/Folders

Resources
<u>Core</u>
Teacher:
- *Opinion Writing: The Baby Literary Essay* (supplemental packet)
- CD-ROM included with Units of Study
- Online resources (www.heinemann.com)
- "Grade 3 Writing Curriculum Selections – Summer 2016" packet
- *Writing Pathways*
- Teacher-selected short texts:
  - *Wolf* by Becky Bloom
  - *The Paper Bag Princess* by Robert Munsch
  - *Julius, the Baby of the World* by Kevin Henkes
  - *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull
  - *The Man Who Walked between the Towers* by Mordecai Gerstein
  - *A Day's Work* by Eve Bunting
  - *Boundless Grace* by Mark Hoffman
  - *City Green* by DyAnne DiSalvo-Ryan
  - *Thank You, Mr. Falker* by Patricia Polacco
  - *The Pain and the Great One* by Judy Blume
  - *Brave Irene* by William Steig
  - *Tacky the Penguin* by Helen Lester
  - *The Recess Queen* by Alexis O'Neill

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)
- Independent reading texts

<u>Supplemental</u>
Teacher:
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

Time Allotment
- late January – February (including approximately 4 days for work with grammar/conventions using *Write Source*)

UNIT 5
Writing about Research

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
CCS.ELA-Literacy.W.3.2.c	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
CCS.ELA-Literacy.W.3.2.d	Provide a concluding statement or section.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	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.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.

CCS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.4.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCS.ELA-Literacy.W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

understanding of the text (e.g., where, when, why, and how key events occur).

CCS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
CCS.ELA-Literacy.SL.3.1	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.
CCS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.

CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
CCS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key-words and phrases.
CCS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
CCS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Unit Essential Questions

- How do I grow ideas from research to write about?
- How do I write for an audience?
  - How do I use text features to teach my reader?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I use expert terms and vocabulary to teach my reader?
- How do I help others with writing?

- ○ How do I create goals with my partner to improve my writing?
- • How do I use mentor texts to improve my writing?
- • How do I organize the structure of my writing according to my purpose?
  - ○ How do I use chapters and paragraphs to organize my information?

Scope and Sequence

Writing about Research	
Prior to Unit	Examine students' prior informational pieces to determine places where they are not yet meeting grade 3 writing standards; these places can be areas of focus for this unit.
Bend I: Transferring Previous Learning on Information Writing to Write Research-Based All-About Books	
Lesson 1	Focus: Studying a Photograph Closely to Grow Ideas "Today I want to teach you that information writers are really careful observers. One way they learn more about their topics is by taking something – an object, a photograph – and studying it closely, trying to notice all the details. Then, they write long about what they notice, saying, 'I see . . . I notice . . . This reminds me of . . . I wonder .... '"
Lesson 2	Focus: Studying a Video Closely to Grow Ideas "Today I want to teach you that information writers are really careful observers. One way they learn more about their topics is by taking something – a video – and studying it closely, trying to notice all the details. Then, they write long about what they notice, saying. 'I see . . . I notice . . . This reminds me of . . . I wonder .... '" Recommended video clips include those from: o https://www.nationalgeographic.com o https://www.brainpopjr.com o https://www.pebblego.com/login/ o https://www.bbc.co.uk/nature/collections (BBC Wildlife Nature video clip collection)
Lesson 3	Focus: The Power of Organizing and Reorganizing and Reviewing Structures Note: Revisit Lesson 2 or 3 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 4	Focus: Teaching Others as a Way to Rehearse

	"Today I want to remind you that information writers are teachers. When you write an information book, you are teaching a unit of study on your topic, and it helps to rehearse by actually teaching real students. Rehearsing can help you see what you know a lot about and what you need to research to learn more about." Note: Revisit Lesson 1 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 5	Focus: Organizing Chapters Using a Mini Table of Contents "Today I want to remind you that everything you learned about organizing a table of contents applies also to the work of organizing any chapter or any information text you write. Whenever you write an information text, start by making a miniature table of contents – even if it is just in your mind." Note: Revisit Lesson 5 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 6	Focus: Laying Bricks of Information "Today what I want you to notice is that the unit we are in is called 'information writing' for a reason. It is made up entirely of information! The book you will be making is a lot like a brick wall, only the bricks are pieces of information. You write information books by taking those chunks of information, your bricks, and then you lay those pieces of information alongside each other." Note: Revisit Lesson 4 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 7	Focus: Cross-Text Synthesis and Club Collaboration "Today I want to teach you that one way information writers strengthen their writing is by collaborating with others. They share chapters with one another and think, 'What do I know that I could add to this information? And where, precisely, should I add that new information in?'"
Bend II: Writing All-About Books with an Emphasis on Structure	
Lesson 8	Focus: Planning the Table of Contents with Ideas of Who Will Draft Each Chapter Note: Revisit Lesson 2, 3, or 5 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 9	"Writers, today I want to teach you that, when information writers draft and revise, they often consider ways they can add more, or elaborate. Information writers can learn to elaborate by studying mentor texts, taking

	note of all the different kinds of information that writers use to teach readers about subtopics." Note: Revisit Lesson 6 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 10	"Today I want to remind you that, when you write information books, you try to interest your reader. Readers love fascinating facts, and they love ideas too. Writers make sure their writing contains both facts and ideas." Note: Revisit Lesson 8 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 11	"Today I want to teach you that writers play! Just like players in *Minecraft* build different worlds, it can help your chapters to try out multiple ways to be creative, until you find the best way things could go." Note: Revisit Lesson 3 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 12	"Today I want to teach you that writers don't just write, write, write, all the stuff from their brains. Real writers are researchers. Writers often leave the page, searching through their notebooks, books, or picking the brains of their co-researchers for the perfect fact or example." Note: Revisit Lesson 9 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 13	Note: • Today students will collaborate on introductions and conclusions, writing group introductions and conclusions for the book, and writing introductions and conclusions for each chapter. • Revisit Lesson 11 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Lesson 14	Note: ● Today you should conduct an editing lesson based on students' editing needs. ● Revisit Lesson 16 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups.
Bend III: Writing Books That Advance Big Ideas	
Lesson 15	"Today I want to teach you that informational writers draw on all they know to help them plan their books in the strongest ways possible. To do this, they consider a logical order for their chapters and they plan out how

	they'll structure each chapter." Note: Students will focus today on: o Planning the Table of Contents o Choosing which structure to follow o Drafting
Lesson 16	"Today I want to teach you that, to create the strongest chapters possible, you have to use everything you know to help you draft. Referencing earlier charts and checklists and rereading your earlier writing can help you to do this." Note: Students will focus today on: o Using charts and checklists to draft and revise
Lesson 17	Note: Based on students' needs, focus today on: o Revisiting Lesson 10 or 12 in *The Art of Information Writing* depending on students' needs, either in whole group and/or in separate small groups o Revisiting Lesson 10 in *The Art of Information Writing* to focus on big revisions o Revisiting Lesson 12 in *The Art of Information Writing* to focus on setting goals and working toward them o Revising o Using the teaching point from Lesson 10 or 12 in *The Art of Information Writing*
Lesson 18	"Today I want to teach you that information writers think, 'What text features will help my readers learn more?' and they include only the text features that will really help readers. They think about what the chapter and text is mostly about, and that helps them decide what information should be popped out or highlighted." Note: Based on students' needs, focus today on: o Using text features in chapters o Revisiting Lesson 14 in *The Art of Information Writing* to focus on how text features make it easier for readers to learn o Using the chart on p. 107 of *The Art of Information Writing* to focus on common text features
Lesson 19	"Writers, today I want to teach you that writing partners can be writing teachers. You can confer with your partner just like I confer with you, reading your partner's writing and then giving your partner a compliment and a tip."

	Note: Based on students' needs, focus today on: ○ Teaching/modeling how to confer with a partner ○ Giving sentence starters to partnerships ○ Partner conferring
Lesson 20	Focus: A Day for Editing! Note: Students should use editing checklists today. Based on students' needs, focus today on: ○ Combining sentences to make them more complex ○ Spelling strategies
Lesson 21	Focus: Celebration! Note: Students will need 1-2 days to prepare for celebration, perhaps typing chapters of adding a title page. Choose a way for each group to celebrate. Final books can be added to classroom book bins or the school Learning Commons. Note: Tell students that tomorrow they will write an informational text: "Think of a topic that you have studied or know a lot about. Tomorrow, you will have 45 minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about that topic. If you want to find information from a book or other outside source, you may bring notes – but no pre-written paragraphs – with you tomorrow. Please use the index card I have given you to take your notes and record your sources." Then, be sure to distribute an index card to each student. The student may choose whether to bring in notes on the index card; however, no other method for bringing in notes should be used, and no pre-written paragraphs should be brought in.
After Lesson 21	Students complete On-Demand Post-Assessment (45 mins.): Prompt: "Think of a topic that you have studied or know a lot about. Today, you will have forty-five minutes to write an informational or nonfiction text that teaches others interesting and important information and ideas about the topic. If you brought notes, you may use them. Keep in mind that you'll have only forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing make sure you: • Write an introduction; • Elaborate with a variety of information; • Organize your writing; • Use transition words to show how parts of your writing fit together;

	• Write a conclusion."

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:
1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:
1. Students will write a report based on research as a summative assessment. The student performance rubric is based on the grade 3 learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample
   Students will write a summative 45-minute, on-demand post-assessment in the informational genre with no additional teacher input. (See "Scope & Sequence" above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the grade 3 rubric for informational writing and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the pre-assessment from the information writing unit will demonstrate individual student growth.

3. Writer's Notebook/Folders

Resources
Core
Teacher:
- "Unit 6 – Writing about Research" (Grade 3, supplemental Summer 2017 packet)
- *The Art of Information Writing* (Grade 3, Unit 2)
- CD-ROM included with Units of Study
- Online resources (www.heinemann.com)

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

Teacher:

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries
- Additional nonfiction texts

Time Allotment

- March – April (including approximately 4 days for work with grammar/conventions using *Write Source*, as well as days for specific standardized assessment preparation)

UNIT 6
Narrative Writing: Once Upon a Time: Adapting and Writing Fairy Tales

Unit Goals:

At the completion of this unit, students will:

CCS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCS.ELA-Literacy.W.3.5	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.
CCS.ELA-Literacy.W.3.6	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.
CCS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; and sort evidence into provided categories.
CCS.ELA-Literacy.W.3.10	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.

CCS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCS.ELA-Literacy.W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
CCS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCS.ELA-Literacy.W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
CCS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
CCS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
CCS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
CCS.ELA-Literacy.RL.3.10	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.
CCS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
CCS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.SL.3.1	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.
CCS.ELA-Literacy.SL.3.1.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.
CCS.ELA-Literacy.SL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
CCS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings
CCS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
CCS.ELA-Literacy.L.3.6	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
CCS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.
CCS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCS.ELA-Literacy.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g.,*wildlife, conservation,* and *endangered* when discussing animal preservation).

Unit Essential Questions

- How do I generate writing ideas that matter to me?
  - How do I use notes to help myself generate ideas?
- How do I apply revision strategies to elaborate my writing pieces?
  - How do I stretch out the "heart" of my story?
  - How do I revise for specific details and strong verbs?
- How do I help others with my writing?
  - How do I collaborate with my writing partner?
- How do I use mentor texts as models to improve my writing?

Scope and Sequence

<table>
<tr><td colspan="2" align="center">Narrative Writing: Once Upon a Time: Adapting and Writing Fairy Tales</td></tr>
<tr><td colspan="2" align="center">Bend I: Writing in the Footsteps of the Classics</td></tr>
<tr><td>Lesson 1</td><td><u>Session 1</u>: Adapting Classic Tales (p. 2)</td></tr>
<tr><td>Lesson 2</td><td><u>Session 2</u>: Writing Story Adaptations that Hold Together (p. 14)</td></tr>
<tr><td>Lesson 3</td><td><u>Session 3</u>: Storytelling, Planning, Drafting Adaptations of Fairy Tales (p. 26)</td></tr>
<tr><td>Lesson 4</td><td><u>Session 4</u>: Writers Can Story-Tell and Act Out as They Draft (p. 36)</td></tr>
<tr><td>Lesson 5</td><td><u>Session 5</u>: Weaving Narration through Stories (p. 45)</td></tr>
<tr><td>Lesson 6</td><td><u>Session 6</u>: Mirror, Mirror on the Wall: Assessment Using Self-Reflection (p. 54)</td></tr>
<tr><td colspan="2" align="center">Bend II: Follow the Path: Adapting Fairy Tales with Independence</td></tr>
<tr><td>Lesson 7</td><td><u>Session 7</u>: Goals and Plans Are a Big Deal (p. 62)</td></tr>
<tr><td>Lesson 8</td><td><u>Session 8</u>: Telling Stories that Make Readers Shiver (p. 71)</td></tr>
<tr><td>Lesson 9</td><td><u>Session 9</u>: Revising Early and Often (p. 80)</td></tr>
<tr><td>Lesson 10</td><td><u>Session 10</u>: When Dialogue Swamps Your Draft, Add Actions (p. 89)</td></tr>
<tr><td>Lesson 11</td><td><u>Session 11</u>: Painting a Picture with Words: Revising for Language (p. 96)</td></tr>
<tr><td>Lesson 12</td><td><u>Session 12</u>: The Long and Short of It: Editing for Sentence Variety (p. 104)</td></tr>
<tr><td colspan="2" align="center">Bend III: Blazing Trails: Writing Original Fairy Tales</td></tr>
<tr><td>Lesson 13</td><td><u>Session 13</u>: Collecting Ideas for Original Fairy Tales (p. 114)</td></tr>
<tr><td>Lesson 14</td><td><u>Session 14</u>: From "This Is a Fairy Tale About . . ." to "Once Upon a Time"</td></tr>
<tr><td>Lesson 15</td><td><u>Session 15</u>: Tethering Objects to Characters (p. 124)</td></tr>
<tr><td>Lesson 16</td><td><u>Session 16</u>: Using Descriptive Language while Drafting (p. 134)</td></tr>
<tr><td>Lesson 17</td><td><u>Session 17</u>: Revising the Magic (p. 142)</td></tr>
<tr><td>Lesson 18</td><td><u>Session 18</u>: Revising for Readers (p. 150)</td></tr>
</table>

| Lesson 19 | <u>Session 19</u>: Editing with an Eye Out for Broken Patterns (p. 157) |
| Lesson 20 | <u>Session 20</u>: Happily Ever After: A Fairy Tale Celebration (p. 161) |

Assured Assessments
Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:
1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:
1. Students will choose a story to bring to publication as a summative assessment. Each student will write at least one published piece.

2. Writer's Notebook/Folders and published pieces

Resources
<u>Core</u>
Teacher:
- *Narrative Writing: Once Upon a Time: Adapting and Writing Fairy Tales* (Grade 3, Unit 4)
- CD-ROM included with Units of Study
- Online resources (www.heinemann.com)
- "Grade 3 Writing Curriculum Selections – Summer 2016" packet
- *Writing Pathways*
- *Prince Cinders* by Babette Cole

Student:
- Writing notebooks
- 2-pocket folders
- Lined paper
- Pens (2 colors)

<u>Supplemental</u>
Teacher:
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom libraries

Time Allotment
- May – June

CURRENT REFERENCE

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Refer to *Units of Study* CD-ROM or *Writing Pathways*