Grade Level: 3 Subject: Writing

Trimester 1

Unit: Building A Writing Community	**Unit Length: 3 weeks**
Enduring Understanding(s): Writers develop habits and follow routines that enable them to build stamina and independence. Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them. Authors are always collecting ideas for writing. Writers observe the world and collect ideas for writing in their daily lives.	Essential Question(s):
Common Core Standards	**Common Core en español**
Students will be able to: ***Text Type and Purposes*** 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 14.) 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. **Range of Writing** 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.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones para desarrollar experiencias o acontecimientos reales o imaginarios, utilizando técnica eficaz, detalles descriptivos y secuencias claras del evento. 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, incluyendo el tercer grado, en las páginas 13-15.) 6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás. **Rango de escritura y redacción** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia.
Assessment	
Summative: -Writing inventory -Collect baseline writing sample Students create a self-portrait of themselves as writers and set writing goals for the year.	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress. -Quick writes/ authentic student work

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Learning Plan

Mentor Texts for Building a Writing Community 3-6 The mentor text list below is not exhaustive; it's intended to serve as list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- The Boy Who Loved Words by Roni Schotter
- Fireflies by Julie Brinkloe
- Owl Moon by Jane Yolen
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- Roller Coaster by Marla Frazee
- When I was Little by Jamie Lee Curtis
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- Nothing Ever Happens on 90th Street by Roni Schott
- Amelia's Notebook by Maria Moss
- All the Places to Love by Patricia MacLachlan
- What you Know First by Patricia MacLachlan
- Chicken Sunday by Patricia Polacco
- The Name Jar by Yangsook Choi
- One Green Apple by Eve Bunting
- Snapshots from the Wedding by Gary Soto
- A Chair for my Mother by Vera Williams

Culturally Relevant Texts

- Baseball in April and Other Stories by Gary Soto
- The Leaving Morning by Angela Johnson
- When I am Old with You by Angela Johnson
- My Name is Maria Isabel by Alma Flor Ada
- The Day of Ahmeds Secret by Florence Parry Heide
- The Other Side by Jacqueline Woodson
- Smoky Night by Eve Bunting
- Goggles by Ezra Jack Keats

Español

- En Mi Familia by Carmen Lopez Garza
- Me llamo Yoon by Helen Recorvits
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- EL Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez
- Que Monton de Tamales by Gary Soto
- Cuadros de familia by Carmen Lomas Garza
- The Fiesta Of The Tortillas by Jorge Argueta
- Mi diario de aqui hasta alla by Amada Irma Perez

Resources

Professional Resources:

Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
Revising after the End by Barry Lane
Writer's Notebook Aimee Buckner
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook ***by*** Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Lesson Planning Resources available online:

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Estándares de lectura 3. Describen a los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para kindergarten . a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.** d. Form and use regular and irregular plural nouns. k. Produce simple, compound, and complex sentences.	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** d. Forman y usan sustantivos plurales regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes). k. Forman oraciones simples, compuestas y complejas.

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	***5. Listening actively*** Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive	***10. Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	***10. Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	***10. Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.
Part 2: Learning About How English Works			
A. Structuring	***2. Understanding Cohesion*** b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.	***2. Understanding Cohesion*** b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.	***2. Understanding Cohesion*** b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.
B. Expanding	***3. Using verbs and verb phrases*** Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	***3. Using verbs and verb phrases*** Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	***3. Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).