

Crest Memorial School Curriculum and Pacing Guide	
Grade: 3	Subject Area: Writing
Adoption Date: February 16, 2024	Revision Date: February 16, 2024

### Mission and Vision Statements

*Mission:* The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

*Vision:* A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.

Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

### Integration of Technology

9.4.5.TL.1  
9.4.5.TL.5

### 21st Century Skills

9.4.5.CI.3  
9.4.5.DC.4

### Career Education

9.2.5.CAP.1  
9.2.5.CAP.4

### Interdisciplinary Connection

9.3.12.ED.2

### Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary

	<ul style="list-style-type: none"> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● create a word map</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Use mnemonic devices</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Whiteboards)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Grammar tests</li> <li>● Writing</li> <li>● Writing binder</li> </ul>

Benchmark	<ul style="list-style-type: none"> <li>● MAP Testing (Fall, Winter, Spring)</li> <li>● F&amp;P Testing (Fall, Winter, Spring)</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Friendly letters</li> <li>● On Demand writing prompts</li> <li>● Persuasive letter</li> <li>● Persuasive Paragraph</li> </ul>

Pacing Guide	
Unit Title	Number of days
Unit 1 The Writing Community	15
Unit 2 The Writing Process	10
Unit 3 Personal Narrative	20
Unit 4 Fiction	30
Unit 5 Expository Nonfiction	30
Unit 6 Functional Writing	15
Unit 7 Opinion Writing	15
Unit 8 Poetry	10
Unit 9 Revisiting the Writing Community	5

Unit 1 Learning Goals
<ul style="list-style-type: none"> <li>● <b>Hear and discuss examples of good writing</b></li> <li>● <b>Explore prewriting techniques</b></li> <li>● <b>Write freely about things that interest them</b></li> <li>● <b>Learn cooperative structures to promote discussion</b></li> <li>● <b>Confer with classmates about their own writing</b></li> <li>● <b>Identify and write in complete sentences</b></li> </ul>

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Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• Read aloud texts</li> <li>• Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• IXL</li> <li>• Writing Binder/Journal Notebook</li> <li>• Grammar worksheets</li> <li>• Centers</li> <li>• Brainpopjr.com</li> <li>• Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Hear and discuss a fiction story. Learn procedures for gathering. Gather in a responsible way. Become familiar with their writing notebooks.	RL.CR.3.1 RL.IT.3.3 <b>W.WP.3.4</b> W.RW.3.7	<ul style="list-style-type: none"> <li>• Introduce the writing community</li> <li>• Learn and practice the procedure for gathering to discuss writing</li> <li>• Read and discuss part of <i>The Pain and the Great One</i></li> <li>• Discuss the story</li> <li>• Introduce writing notebooks</li> <li>• Reflect and adjourn</li> <li>• Introduce nouns and subjects with mentor sentence and imitation sentence</li> </ul>
Day 2: Hear and discuss a fiction story. Learn procedures for silent writing period. Write freely about things that interest them.	RL.CR.3.1 RL.IT.3.3 W.WP.3.4 <b>W.RW.3.7</b>	<ul style="list-style-type: none"> <li>• Gather and briefly review</li> <li>• Read and discuss <i>The Pain and the Great One</i></li> <li>• Learn procedures for the silent writing period</li> <li>• Reflect on writing as a class</li> <li>• Create an anchor chart for nouns and subjects and review</li> </ul>
Day 3: Learn the procedure for “Turn to Your Partner.” Learn about a professional author.	RI.CR.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>• Pair the students, introduce, and model “Turn to Your Partner”</li> </ul>

<p>Work in pairs. Practice procedures for the silent writing period. Write freely about things that interest them.</p>	<p>W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Read “About Judy Blume”</li> <li>● Write independently</li> <li>● Reflect on writing as a class</li> <li>● Practice nouns and subjects by writing imitation sentences</li> </ul>
<p>Day 4: Hear and discuss a fiction story. Practice “Turn to Your Partner.” Write freely about things that interest them.</p>	<p>RL.CR.3.1 RL.CI.3.2 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and review “Turn to Your Partner”</li> <li>● Read and discuss <i>Grandpa’s Face</i> aloud</li> <li>● Write independently</li> <li>● Briefly share and reflect on writing</li> <li>● Reinforce nouns and subjects with interactive game (Boom Cards)</li> </ul>
<p>Day 5: Hear and discuss a fiction story. Write freely about things that interest them. Take responsibility for themselves.</p>	<p>RL.CR.3.1 RL.IT.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read <i>She Come Bringing Me That Little Baby Girl</i></li> <li>● Discuss story and generate writing ideas</li> <li>● Write independently</li> <li>● Share and reflect on writing</li> <li>● Revise and edit with nouns and subjects</li> <li>● Noun and subjects assessment</li> </ul>
<p>Day 6: Learn about a professional author. Practice “Turn To Your Partner.” Generate ideas from their own lives that they can write about. Write freely about things that interest them.</p>	<p>RI.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Learn about Eloise Green</li> <li>● Introduce quick-writes</li> <li>● Write independently</li> <li>● Share and reflect on writing</li> <li>● Introduce verbs and predicates with mentor sentence and imitation sentence</li> </ul>
<p>Day 7: Learn the procedure for “Think, Pair, Share.” Hear and discuss a story based on the author’s life. Generate ideas from their own lives that they can write about. Write freely about things that interest them.</p>	<p>RL.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and teach “Think, Pair, Share”</li> <li>● Read part of <i>Things Will Never Be the Same</i> aloud</li> <li>● Generate writing ideas</li> <li>● Write independently</li> <li>● Briefly share and reflect on writing</li> <li>● Create an anchor chart for verbs and</li> </ul>

		predicates and review
Day 8: Practice “Think, Pair, Share.” Explore prewriting technique. Write freely about things of interest.	W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Gather and review “Think, Pair, Share”</li> <li>● Introduce a prewriting technique</li> <li>● Quick-write: Explore a prewriting technique</li> <li>● Write independently</li> <li>● Share writing as a class</li> <li>● Reflect on interactions</li> <li>● Practice verbs and predicates by writing imitation sentences</li> </ul>
Day 9: Hear and discuss acrostic poems. Think about acrostic poems they could write. Write freely about things that interest them.	L.WF.3.3 W.AW.3.1 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Read <i>Silver Seeds</i> aloud</li> <li>● Write an Acrostic poem as a class</li> <li>● Write independently</li> <li>● Briefly share as a class and reflect on writing</li> <li>● Reinforce verbs and predicates with interactive game (Boom Cards)</li> </ul>
Day 10: Hear and discuss a nonfiction text. Write freely about things that interest them.	W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read part of <i>Oceans and Seas</i> aloud</li> <li>● Quick-write: Brainstorm Nonfiction Topics</li> <li>● Discuss being responsible during writing time</li> <li>● Write independently</li> <li>● Share writing and reflect</li> <li>● Revise and edit with verbs and predicates</li> <li>● Verb and predicate assessment</li> </ul>
Day 11: Hear and discuss a narrative text. Learn discussion prompts to build on one another’s thinking. Write freely about things that interest them.	RI.CR.3.1 RI.CT.3.8 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Teach discussion prompts</li> <li>● Read <i>Atlantic</i> aloud</li> <li>● Discuss <i>Atlantic</i> and compare with <i>Oceans and Seas</i></li> <li>● Quick-write: Use / to write as a thing</li> <li>● Write independently</li> <li>● Reflect on using prompts</li> <li>● Introduce types of sentences with mentor sentence and imitation sentence</li> </ul>

<p>Day 12: List questions about a nonfiction topic. Write freely about things that interest them. Use discussion prompts to build on one another's thinking. Learn procedures for pair conferencing.</p>	<p>RI.TS.3.4 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Read part of <i>I Wonder Why the Sea is So Salty</i> aloud</li> <li>● Quick-write: Generate Questions About a Nonfiction Topic</li> <li>● Write Independently</li> <li>● Introduce pair conferences</li> <li>● Reflect on pair conferences</li> <li>● Create an anchor chart for types of sentences and review</li> </ul>
<p>Day 13: Hear and discuss a narrative text. Use sensory details in writing. Write freely about things of interest. Ask one another questions about their writing. Use pair conference time responsibly.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Build the writing community</li> <li>● Read <i>Hello Ocean</i> aloud</li> <li>● Discuss the story</li> <li>● Quick-write: Sensory Details for a Favorite Place</li> <li>● Write independently</li> <li>● Discuss asking a question during pair conferences</li> <li>● Reflect on pair conferences and community</li> <li>● Practice types of sentences by writing imitation sentences</li> </ul>
<p>Day 14: Here and discuss a narrative text. Use sensory details in writing. Write freely about things that interest them.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read <i>In November</i> aloud</li> <li>● Discuss the story and generate ideas about other months</li> <li>● Write independently</li> <li>● Confer in pairs</li> <li>● Reflect on paid conferences</li> <li>● Make connections to <i>In November</i></li> <li>● Reinforce types of sentences with interactive game (Boom Cards)</li> </ul>
<p>Day 15: Here and discuss a narrative text. Use sensory details in writing. Write freely about things that interest them. Select and share a favorite sentence.</p>	<p>RL.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and explore sensory details in <i>In November</i></li> <li>● Write independently</li> <li>● Share favorite sentences</li> <li>● Reflect on sharing and giving full attention to the person speaking</li> <li>● Write independently</li> <li>● Share favorite sentences</li> </ul>



		<ul style="list-style-type: none"> <li>● Reflect on sharing and giving full attention to the person speaking</li> <li>● Revise and edit types of sentences</li> <li>● Types of sentences assessment</li> </ul>
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<b>Inclusive concepts</b>
<ul style="list-style-type: none"> <li>● The writing community allows for all levels to work together at their individual pace and level.</li> </ul>

<b>Unit 2 Learning Goals</b>
<ul style="list-style-type: none"> <li>● Learn about the writing process</li> <li>● Select drafts to publish</li> <li>● Learn to revise, replace overused words with interesting ones, and explore strong opening sentences and effective titles</li> <li>● Learn procedures for proofreading</li> <li>● Write final versions, publish and present</li> <li>● Learn about a professional author’s writing process</li> </ul>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Learn about a professional author’s writing process. Review recent drafts and select one to develop and publish. Reread writing critically. Complete the first draft of	RI.CR.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Review what the class has learned about Judy Blume</li> <li>● Prepare to review drafts</li> </ul>

<p>selected writing pieces.</p>		<ul style="list-style-type: none"> <li>• Reread drafts and select one to develop</li> <li>• Discuss completing first drafts</li> <li>• Complete first drafts of selected pieces</li> <li>• Reflect on writing and taking responsibility</li> <li>• Introduce simple sentences with mentor sentences and imitation sentence</li> </ul>
<p>Day 2: Generate alternatives for overused words. Reread their drafts critically. Revise their drafts.</p>	<p>L.WF.3.3 L.KL.3.1 L.VI.3.3 W.WP.3.4 W.RW.3.7 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>• Gather and generate interesting words</li> <li>• Facilitate guided rereading of drafts</li> <li>• Model revising</li> <li>• Revise drafts</li> <li>• Share revisions and reflect on participation</li> <li>• Create an anchor chart for simple sentences and review</li> </ul>
<p>Day 3: Ask for and receive feedback for their writing. Give feedback in a helpful way. Use pair conference time responsibly.</p>	<p>L.KL.3.1 L.VI.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>• Prepare for pair conferences</li> <li>• Think about what to ask partners during pair conferences</li> <li>• Confer in pairs</li> <li>• Reflect on pair conferences and feedback received</li> <li>• Revise drafts based on conference feedback</li> <li>• Briefly share revisions</li> <li>• Practice simple sentences by writing imitation sentences</li> </ul>
<p>Day 4: Explore strong opening sentences. Reread writing critically. Finish revising drafts. Ask one another questions about their writing.</p>	<p>RL.CR.3.1 RI.CR.3.1 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>• Read and discuss strong opening sentences</li> <li>• Review opening sentences in drafts</li> <li>• Revise drafts</li> <li>• Share revised opening sentences as a class</li> <li>• Reinforce simple sentences with interactive game (Boom Cards)</li> </ul>
<p>Day 5: Explore effective titles. Reread their writing critically. Finish revising drafts. Ask one</p>	<p>L.WF.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>• Review and discuss effective titles</li> <li>• Have the students think about their own</li> </ul>

another questions about their writing.		<p>titles</p> <ul style="list-style-type: none"> <li>● Revise drafts</li> <li>● Share revisions as a class</li> <li>● Revise and edit simple sentences</li> <li>● Simple sentences assessment</li> </ul>
Day 6: Begin writing final versions of their pieces. Initiate pair conferences. Ask for and receive feedback about their writing.	W.WP.3.4	<ul style="list-style-type: none"> <li>● Discuss initiating pair conferences</li> <li>● Write independently and confer</li> <li>● Reflect on pair conferences</li> <li>● Introduce proper nouns with mentor sentence and imitation sentence</li> </ul>
Day 7: Proofread drafts for spelling. Become familiar with their word banks and learn how to add words to them.	L.WF.3.2 L.VL.3.2 RI.TS.3.4	<ul style="list-style-type: none"> <li>● Discuss proofreading for spelling</li> <li>● Introduce the word bank in the <i>Student Writing Handbook</i></li> <li>● Write independently and confer in pairs</li> <li>● Reflect as a class</li> <li>● Create an anchor chart for proper nouns and review</li> </ul>
Day 8: Proofread for punctuation and capitalization. Become familiar with proofreading notes and start using them.	L.WF.3.2 W.WP.3.4	<ul style="list-style-type: none"> <li>● Discuss proofreading for punctuation and capitalization</li> <li>● Introduce the proofreading notes in the <i>Student Writing Handbook</i></li> <li>● Write independently and confer in pairs</li> <li>● Reflect on pair conferences</li> <li>● Practice proper nouns by writing imitation sentences</li> </ul>
Day 9: Explore features of published books. Make their final versions into books. Handle materials responsibly. Share materials fairly.	W.WP.3.4	<ul style="list-style-type: none"> <li>● Explore the features of published books</li> <li>● Discuss handling materials responsibly and sharing them fairly</li> <li>● Write independently and confer in pairs</li> <li>● Reflect on writing time and conferring</li> <li>● Reinforce proper nouns with interactive game (Boom Cards)</li> </ul>
Day 10: Review and reflect on the writing process. Finish writing. Present writing to the class from the Author's Chair.	W.WP.3.4 SL.ES.3.3 SL.PI.3.4	<ul style="list-style-type: none"> <li>● Reflect on writing process and community</li> <li>● Write independently</li> <li>● Introduce Author's Chair sharing</li> <li>● Discuss speaking clearly and</li> </ul>

		expressing interest in other people's writing <ul style="list-style-type: none"> <li>• Conduct Author's Chair sharing</li> <li>• Reflect on audience behavior during Author's Chair sharing</li> <li>• Revise and edit with proper nouns</li> <li>• Proper nouns assessment</li> </ul>
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<b>Inclusive concepts</b>
<ul style="list-style-type: none"> <li>• The writing community allows for all levels to work together at their individual pace and level.</li> </ul>

<b>Unit 3 Learning Goals</b>
<ul style="list-style-type: none"> <li>• <b>Explore the genre of personal narratives</b></li> <li>• <b>Explore the characteristics of personal narratives</b></li> <li>• <b>Practice relevant skills and conventions</b></li> <li>• <b>Hear, discuss, and write personal narratives</b></li> </ul>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<ul style="list-style-type: none"> <li>• Read aloud texts</li> <li>• Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• IXL</li> <li>• Writing Binder/Journal Notebook</li> <li>• Grammar worksheets</li> <li>• Centers</li> <li>• Brainpopjr.com</li> <li>• Graphic Organizers</li> </ul>

<b>Daily Targets</b>	<b>NJSLS Performance Expectations</b>	<b>Instructional Activities</b>
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<p>Day 1: Hear and discuss a personal narrative. Quick-write about something special done with loved ones. Write freely about things that interest them.</p>	<p>RL.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Pair students and discuss working together</li> <li>● Introduce and read <i>Grandma's Record's</i> aloud</li> <li>● Briefly discuss reading</li> <li>● Quick-write: Special Things I've Done With a Loved One</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Introduce singular and plural nouns with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Informally express features of personal narratives. Hear and discuss a personal narrative. Write freely about things that interest them.</p>	<p>L.WF.3.3 RL.CR.3.1 W.IW.3.2 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Star "Notes About Personal Narratives" chart</li> <li>● Introduce <i>Childtimes</i></li> <li>● Read "Our House" aloud</li> <li>● Discuss the reading</li> <li>● Write independently</li> <li>● Reflect on writing</li> <li>● Create an anchor chart for singular and plural nouns and review</li> </ul>
<p>Day 3: Hear, discuss, and draft personal narratives. Visualize sensory details. Quick-write about sensory details.</p>	<p>L.KL.3.1 RL.CR.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Add to "Notes About Personal Narratives" chart</li> <li>● Read "Chores" aloud</li> <li>● Discuss the reading</li> <li>● Quick-write: Sensory Details</li> <li>● Draft personal narratives</li> <li>● Share and reflect on writing</li> <li>● Practice singular and plural nouns by writing imitation sentences</li> </ul>
<p>Day 4: Hear and discuss a personal narrative. Explore sensory details in a passage. Draft personal narratives.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>● Briefly review personal narrative</li> <li>● Read aloud and discuss <i>My Father's Hands</i></li> <li>● Explore sensory details</li> <li>● Draft personal narratives</li> <li>● Share and reflect on writing</li> <li>● Reinforce singular and plural nouns with interactive game (Boom Cards)</li> </ul>

<p>Day 5: Review sensory details. Draft personal narratives.</p>	<p>L.KL.3.1 RL.CR.3.1 W.NW.3.3 W.WP.3.4 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>● Gather and review sensory details</li> <li>● Draft personal narratives</li> <li>● Share one sentence and reflect</li> <li>● Revise and edit singular and plural nouns</li> <li>● Singular and plural nouns assessment</li> </ul>
<p>Day 6: Hear, discuss, and draft personal narratives. Explore writing about single, interesting incidents from their lives. Explore sensory details in text.</p>	<p>L.WF.3.3 L.KL.3.1 RL.CR.3.1 RL.CI.3.2 W.AW.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review week 1</li> <li>● Read “John and the Snake” aloud</li> <li>● Briefly discuss the reading</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Introduce irregular plural nouns with mentor sentence and imitation sentence</li> </ul>
<p>Day 7: Hear, discuss, and draft personal narratives. Explore writing about single, interesting incidents from their own lives.</p>	<p>L.KL.3.1 RL.CR.3.1 RL.CI.3.2 W.IW.3.2 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Add to “Notes About Personal Narratives” chart</li> <li>● Read “First Day of School” Aloud</li> <li>● Discuss the reading</li> <li>● Write independently</li> <li>● Share writing in pairs</li> <li>● Create an anchor chart for irregular plural nouns and review</li> </ul>
<p>Day 8: Hear, discuss, and draft personal narratives. Explore writing about single, interesting incidents from their own lives.</p>	<p>L.WF.3.3 RL.CR.3.1 RL.CI.3.2 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Read “Believing in Myself” aloud</li> <li>● Discuss the reading</li> <li>● Quick-write: Perseverance Through Challenges</li> <li>● Draft personal narratives</li> <li>● Briefly share writing and reflect</li> <li>● Practice irregular plural nouns by writing imitation sentences</li> </ul>
<p>Day 9: Hear, discuss, and draft personal narratives. Quick-write about perseverance. Use sensory details in their writing.</p>	<p>L.WF.3.3 L.KL.3.1 RL.CR.3.1 RL.CI.3.2 W.IW.3.2 W.NW.3.3</p>	<ul style="list-style-type: none"> <li>● Add to “Notes About Personal Narratives” chart</li> <li>● Read “How I Saved a Dog’s Life” aloud</li> <li>● Discuss the reading</li> <li>● Draft personal narratives</li> <li>● Share one sentence and reflect</li> </ul>

	W.WP.3.4	<ul style="list-style-type: none"> <li>● Reinforce irregular plural nouns with interactive game (Boom Cards)</li> </ul>
Day 10: Hear, discuss, and draft personal narratives. Informally explore the ideas of learning in personal narratives.	L.KL.3.1 RL.CR.3.1 RL.CI.3.2 W.IW.3.2 W.NW.3.3	<ul style="list-style-type: none"> <li>● Briefly review and discuss “First Day of School”</li> <li>● Analyze temporal words and phrases in “First Day of School”</li> <li>● Analyze writing for use of temporal words</li> <li>● Draft personal narratives</li> <li>● Confer in pairs about personal narrative drafts</li> <li>● Reflect on pair conferences</li> <li>● Revise and edit with irregular plural nouns</li> <li>● Irregular plural nouns assessment</li> </ul>
Day 11: Review drafts and select one to develop and publish. Reread writing critically. Complete first drafts of selected writing pieces.	L.KL.3.1 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Briefly review personal narrative</li> <li>● Prepare to review drafts</li> <li>● Reread drafts and select one to develop</li> <li>● Complete first drafts of selected pieces</li> <li>● Reflect on writing and taking responsibility</li> <li>● Introduce possessive nouns with mentor sentence and imitation sentence</li> </ul>
Day 12: Reread their writing critically. Mark places in their drafts where they might add sensory details. Begin revising drafts.	L.KL.3.1 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Facilitate guided rereading of drafts</li> <li>● Model developing a marked section of the draft</li> <li>● Revise first drafts</li> <li>● Reflect on writing and taking responsibility</li> <li>● Create an anchor chart for possessive nouns and review</li> </ul>
Day 13: Reread writing critically. Mark places in draft where they might add temporal words and phrases. Revise drafts.	L.KL.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Briefly review purpose of revision</li> <li>● Facilitate guided rereading of drafts</li> <li>● Model developing a marked section of the draft</li> <li>● Revise first drafts</li> </ul>

		<ul style="list-style-type: none"> <li>● Reflect on revisions and participation</li> <li>● Practice possessive nouns by writing imitation sentences</li> </ul>
Day 14: Explore strong opening sentences. Reread writing critically. Revise drafts.	L.KL.3.1 RL.CR.3.1 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Analyze strong opening sentences</li> <li>● Review opening sentences in drafts</li> <li>● Revise and complete drafts</li> <li>● Share opening sentences as a class</li> <li>● Reinforce possessive nouns with interactive game (Boom Cards)</li> </ul>
Day 15: Explore endings that draw a story's events to a close. Reread their writing critically. Revise drafts.	L.KL.3.1 RL.CR.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Analyze closing sentences</li> <li>● Review closing sentences in drafts</li> <li>● Revise and complete drafts</li> <li>● Share closing sentences as a class</li> <li>● Revise and edit with possessive nouns</li> <li>● Possessive nouns assessment</li> </ul>
Day 16: Assess their own writing. Ask for and receive feedback about their writing. Give feedback in a helpful way. Ask one another questions about their writing.	L.KL.3.1 RI.TS.3.4 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Prepare to self-assess</li> <li>● Self-assess and think about what to ask partners</li> <li>● Confer in pairs</li> <li>● Reflect on feedback</li> <li>● Revise and complete drafts</li> <li>● Reflect on writing</li> <li>● Introduce concrete and abstract nouns with mentor sentence and imitation sentence</li> </ul>
Day 17: Check for correct use of <i>your/you're</i> and <i>then/than</i> . Proofread for sentence fragments. Begin writing final versions.	L.RF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Prepare to proofread first drafts</li> <li>● Discuss proofreading for commonly misused words</li> <li>● Discuss proofreading for sentence fragments</li> <li>● Proofread and write final drafts</li> <li>● Reflect on proofreading</li> <li>● Create an anchor chart for concrete and abstract nouns and review</li> </ul>
Day 18: Proofread for spelling and punctuation. Listen for run-on sentences as they read drafts aloud. Begin writing final	L.RF.3.3 W.IW.3.2 W.NW.3.3	<ul style="list-style-type: none"> <li>● Prepare to proofread first drafts</li> <li>● Discuss proofreading for spelling</li> <li>● Discuss proofreading for run-on</li> </ul>



versions.	W.WP.3.4	<p>sentences</p> <ul style="list-style-type: none"> <li>● Proofread and write final drafts</li> <li>● Reflect on proofreading</li> <li>● Practice concrete and abstract nouns by writing imitation sentences</li> </ul>
Day 19: Discuss features for their class book. Write final versions. Share writing from Author's Chair.	L.KL.3.1 W.IW.3.2 N.WN.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4	<ul style="list-style-type: none"> <li>● Plan features of the class book</li> <li>● Finish final versions</li> <li>● Review sharing writing from the Author's chair</li> <li>● Review speaking clearly and expressing interest in one another's writing</li> <li>● Conduct author's chair sharing</li> <li>● Reflect on audience behavior during author's chair sharing</li> <li>● Reinforce concrete and abstract nouns with interactive game (Boom Cards)</li> </ul>
Day 20: Reflect on personal narrative. Write final versions. Share writing from Author's Chair.	L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4	<ul style="list-style-type: none"> <li>● Reflect on personal narrative</li> <li>● Finish final version</li> <li>● Gather for Author's chair sharing</li> <li>● Conduct author's chair sharing</li> <li>● Reflect on audience behavior during author's chair sharing</li> <li>● Revise and edit with concrete and abstract nouns</li> <li>● Concrete and abstract nouns assessment</li> </ul>

**Inclusive concepts**

- The writing community allows for all levels to work together at their individual pace and level.

**Unit 4 Learning Goals**

- Explore and write fiction
- Explore features of good fiction
- Use temporal words and phrases
- Learn important skills and conventions pertinent to fiction writing
- Cultivate a relaxed and creative attitude toward their writing

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Hear and discuss fiction. Informally explore the elements of fiction. Write freely about things that interest them.</p>	RL.CR.3.1 RL.IT.3.3 RI.TS.3.4 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Pair students and discuss working together</li> <li>● Introduce fiction</li> <li>● Read <i>Tacky the Penguin</i> aloud</li> <li>● Discuss the story</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Introduce present-tense verbs with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Hear and discuss fiction. Informally explore the elements of fiction. Write freely about things that interest them.</p>	RL.CR.3.1 RL.CI.3.2 W.IW.3.2 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Add to “Notes About Fiction” chart</li> <li>● Discuss writing attitude</li> <li>● Read the first half of <i>If I Were a Writer</i></li> <li>● Discuss the story and generate ideas</li> <li>● Write independently</li> <li>● Reflect on writing attitude</li> <li>● Create an anchor chart for present-tense verbs and review</li> </ul>

<p>Day 3: Hear, discuss, and draft fiction. Generate and quick-write ideas for fiction.</p>	<p>RL.CR.3.1 RL.CI.3.2 RL.CI.3.2 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Read the second half of <i>If I Were a Writer</i></li> <li>● Briefly discuss the story and Quick-write: Interesting People</li> <li>● Begin drafting fiction pieces</li> <li>● Reflect on writing process and attitude</li> <li>● Practice present-tense verbs by writing imitation sentences</li> </ul>
<p>Day 4: Review <i>If I Were a Writer</i>. Quick-write “What If?” questions. Draft fiction.</p>	<p>L.WF.3.3 RL.CR.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Add to “Notes About Fiction” chart</li> <li>● Review <i>If I Were a Writer</i></li> <li>● Generate “What If?” questions</li> <li>● Quick-write: What if?</li> <li>● Draft fiction pieces</li> <li>● Reflect on writing process and attitude</li> <li>● Reinforce present-tense verbs with interactive game (Boom Cards)</li> </ul>
<p>Day 5: Quick-write more “What If?” questions. Draft fiction. Practice procedures for pair conferences.</p>	<p>W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review fiction</li> <li>● Generate more “What If” questions</li> <li>● Repeat Quick-write “What If?”</li> <li>● Draft fiction pieces</li> <li>● Confer in pairs about fiction drafts</li> <li>● Reflect on pair conferences</li> <li>● Revise and edit with present-tense verbs</li> <li>● Present-tense verbs assessment</li> </ul>
<p>Day 6: Hear, discuss, and draft fiction. Become familiar with plot, character, and setting. Visualize characters.</p>	<p>RL.CR.3.1 RL.IT.3.3 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>● Briefly review the elements of fiction</li> <li>● Read part of <i>Cherries and Cherry Pits</i> aloud</li> <li>● Briefly discuss the story</li> <li>● Visualize a character in the story</li> <li>● Draft fiction pieces</li> <li>● Reflect on writing process and attitude</li> <li>● Introduce past-tense and future-tense verbs with mentor sentence and imitation sentence</li> </ul>
<p>Day 7: Hear, discuss, and draft fiction. Visualize characters. Describe characters through visual appearance.</p>	<p>RL.CR.3.1 RL.IT.3.3 W.NW.3.3</p>	<ul style="list-style-type: none"> <li>● Gather briefly and review</li> <li>● Read more from <i>Cherries and Cherry Pits</i> and visualize characters</li> </ul>

	W.WP.3.4 SL.PE.3.1 SL.ES.3.3	<ul style="list-style-type: none"> <li>Analyze passages from the story</li> <li>Draft fiction pieces</li> <li>Share one sentence and reflect on creativity</li> <li>Create an anchor chart with past-tense and future-tense verbs and review</li> </ul>
Day 8: Review character, plot, and setting. Hear, discuss, and draft fiction. Describe and quick-write character's actions.	L.WF.3.3 RL.CR.3.1 RL.IT.3.3 W.AW.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7 SL.PE.3.1	<ul style="list-style-type: none"> <li>Gather and briefly review</li> <li>Read the first half of <i>Julius, the Baby of the World</i> aloud</li> <li>Discuss the characters in the story</li> <li>Quick-write: Showing Character Through Action</li> <li>Draft fiction pieces</li> <li>Briefly share writing and reflect on attitude</li> <li>Practice past-tense and future-tense verbs by writing imitation sentences</li> </ul>
Day 9: Review the first half of <i>Julius, Baby of the World</i> . Hear, discuss, and draft fiction. Describe and quick-write character's speech.	RL.CR.3.1 RL.IT.3.3 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>Briefly review</li> <li>Read the second half of <i>Julius, the Baby of the World</i> aloud</li> <li>Discuss speech in the story</li> <li>Quick-write: Revealing a Character's Personality with Speech</li> <li>Draft fiction pieces</li> <li>Briefly share and reflect on attitude</li> <li>Reinforce past-tense and future-tense verbs with interactive game (Boom Cards)</li> </ul>
Day 10: Explore how character is developed in stories. Draft fiction.	W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>Review how characters are developed in stories</li> <li>Draft fiction pieces</li> <li>Confer in pairs about fiction drafts</li> <li>Reflect on pair conferences</li> <li>Share one sentence and reflect on creativity</li> <li>Revise and edit with past-tense and future-tense verbs</li> <li>Past-tense and future-tense verbs assessment</li> </ul>

<p>Day 11: Hear, discuss, and draft fiction. Explore how characters are developed in stories.</p>	<p>L.VI.3.3 RL.CR.3.1 RL.IT.3.3 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read <i>The Paper Bag Princess</i> aloud</li> <li>● Briefly discuss the story</li> <li>● Visualize a character in the story</li> <li>● Draft fiction pieces</li> <li>● Reflect on writing process and attitude</li> <li>● Introduce irregular past-tense verbs with mentor sentence and imitation sentence</li> </ul>
<p>Day 12: Hear, discuss, and draft fiction. Explore how characters are developed in stories. Reflect on creativity in their own writing.</p>	<p>RL.CR.3.1 RL.CI.3.2 RL.IT.3.3 RI.TS.3.4 W.NW.3.3 W.WP.3.4 W.WR.3.5</p>	<ul style="list-style-type: none"> <li>● Read the first half of <i>Boundless Grace</i> aloud</li> <li>● Briefly discuss the story</li> <li>● Draft fiction pieces</li> <li>● Share one sentence and reflect on creativity</li> <li>● Create an anchor chart with irregular past-tense verbs and review</li> </ul>
<p>Day 13: Hear, discuss, and draft fiction. Explore how characters are developed in stories.</p>	<p>L.WF.3.3 RL.CR.3.1 RL.CI.3.2 RL.IT.3.3 W.AW.3.1</p>	<ul style="list-style-type: none"> <li>● Read the second half of <i>Boundless Grace</i> aloud</li> <li>● Visualize a character in the story</li> <li>● Draft fiction pieces</li> <li>● Briefly share writing and reflect on attitude</li> <li>● Practice irregular past-tense verbs by writing imitation sentences</li> </ul>
<p>Day 14: Review character, plot and setting. Hear, discuss, and draft fiction. Quick-write about objects that could think. Describe characters' thoughts.</p>	<p>RL.CR.3.1 RL.IT.3.3 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Introduce and read <i>Scarecrow</i> aloud</li> <li>● Discuss the characters in the story</li> <li>● Quick-write: Stories About Objects</li> <li>● Draft fiction pieces</li> <li>● Share one sentence and reflect on creativity</li> <li>● Reinforce irregular past-tense verbs with interactive game (Boom Cards)</li> </ul>
<p>Day 15: Quick-write characters' thoughts. Draft fiction. Express interest in and appreciation for</p>	<p>RL.CR.3.1 RL.IT.3.3</p>	<ul style="list-style-type: none"> <li>● Briefly review <i>Scarecrow</i></li> <li>● Quick-write: Showing character through</li> </ul>

<p>one another's writing. Ask for and receive feedback about their writing. Give feedback in a helpful way.</p>	<p>W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<p>thoughts</p> <ul style="list-style-type: none"> <li>● Draft fiction pieces</li> <li>● Confer in pairs about fiction drafts</li> <li>● Reflect on pair conferences and writing attitude</li> <li>● Revise and edit with irregular past-tense verbs</li> <li>● Irregular past-tense verbs assessment</li> </ul>
<p>Day 16: Learn about a professional author's writing process. Review fiction drafts, and select one to develop and publish. Reread writing critically. Complete first drafts of their selected pieces.</p>	<p>RI.CR.3.1 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>● Introduce the writing focus for the coming three weeks</li> <li>● Learn about Kevin Henkes</li> <li>● Prepare to review fiction drafts</li> <li>● Reread drafts and select one to develop</li> <li>● Complete first drafts of selected pieces</li> <li>● Reflect on writing</li> <li>● Introduce linking verbs with mentor sentence and imitation sentence</li> </ul>
<p>Day 17: Reread writing critically. Mark places in drafts where characters are revealed through physical descriptions, actions, thoughts, or speech. Begin revising drafts.</p>	<p>W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Facilitate guided rereading of drafts</li> <li>● Model revising to develop characters</li> <li>● Revise first drafts</li> <li>● Reflect on writing and creativity</li> <li>● Create an anchor chart for linking verbs and review</li> </ul>
<p>Day 18: Reread writing critically. Explore temporal words and phrases. Mark places in drafts where there might be confusion about what is happening. Revise drafts.</p>	<p>L.KL.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review purpose of revision</li> <li>● Explore temporal words and phrases</li> <li>● Continue guided rereading of drafts</li> <li>● Model revising to develop the plot</li> <li>● Continue revising drafts</li> <li>● Reflect on writing and creativity</li> <li>● Practice linking verbs by writing imitation sentences</li> </ul>
<p>Day 19: Explore endings that bring a story's events to a close. Reread writing critically. Revise drafts.</p>	<p>L.KL.3.1 RL.CR.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Analyze closing sentences</li> <li>● Review closing sentences in drafts</li> <li>● Revise closing sentences</li> <li>● Share closing sentences as a class</li> <li>● Reinforce linking verbs with interactive game (Boom Cards)</li> </ul>

<p>Day 20: Ask for and receive feedback about their writing. Give feedback in a helpful way. Ask one another questions about their writing.</p>	<p>W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare for pair conferences</li> <li>● Prepare to give feedback about character and plot</li> <li>● Confer in pairs</li> <li>● Reflect on feedback</li> <li>● Revise drafts based on conference feedback</li> <li>● Revise and edit with linking verbs</li> <li>● Linking verbs assessment</li> </ul>
<p>Day 21: Reread writing critically. Mark places in drafts to develop setting and descriptive language. Revise drafts.</p>	<p>L.KL.3.1 RL.CR.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Discuss setting in fiction</li> <li>● Continue guided rereading of drafts</li> <li>● Model revising to develop the setting</li> <li>● Revise to develop setting</li> <li>● Reflect on writing and creativity</li> <li>● Introduce subject and object pronouns with mentor sentence and imitation sentence</li> </ul>
<p>Day 22: Generate ideas for improvements to make while writing second drafts. Begin writing second drafts.</p>	<p>W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare to write second drafts</li> <li>● Model beginning to write a second draft</li> <li>● Begin writing second drafts</li> <li>● Reflect on writing second drafts</li> <li>● Create an anchor chart for subject and object pronouns and review</li> </ul>
<p>Day 23: Explore using interesting verbs to make writing descriptive. Continue to write second drafts. Ask one another questions about their writing.</p>	<p>L.WF.3.3 RL.CR.3.1 W.NW.3.3 W.WP.3.4 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Introduce interesting verbs</li> <li>● Analyze an excerpt from <i>Julius, the Baby of the World</i></li> <li>● Review drafts for verbs</li> <li>● Continue to write second drafts</li> <li>● Share revisions and reflect</li> <li>● Practice subject and object pronouns by writing imitation sentences</li> </ul>
<p>Day 24: Explore using interesting verbs and adverbs to make writing descriptive. Continue to write second drafts. Ask one another questions about their writing.</p>	<p>L.WF.3.3 L.VI.3.3 RL.CR.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Review verbs</li> <li>● Analyze verbs in <i>Tacky the Penguin</i> and introduce adverbs</li> <li>● Review drafts for adverbs</li> <li>● Continue to write second drafts</li> <li>● Share revisions and reflect</li> <li>● Reinforce subject and object pronouns</li> </ul>

		with interactive game (Boom Cards)
Day 25: Assess their own writing. Initiate pair conferences about their drafts. Ask and receive feedback about their writing. Give feedback in a helpful way.	RL.CR.3.1 RL.IT.3.3 RI.TS.3.4 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.PI.3.4	<ul style="list-style-type: none"> <li>● Prepare to self-assess</li> <li>● Self-assess and think about what to ask partners</li> <li>● Prepare to write and initiate pair conferences</li> <li>● Write independently and confer</li> <li>● Reflect on writing and pair conference time</li> <li>● Revise and edit with subject and object pronouns</li> <li>● Subject and object pronouns assessment</li> </ul>
Day 26: Explore and practice punctuating speech. Begin proofreading drafts. Initiate pair conferences about their drafts. Ask and receive feedback about their writing.	L.WF.3.2 L.WF.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Explore speech punctuation</li> <li>● Review drafts for speech punctuation</li> <li>● Write independently and confer in pairs</li> <li>● Share revisions and reflect</li> <li>● Introduce possessive pronouns with mentor sentence and imitation sentence</li> </ul>
Day 27: Review speech punctuation. Listen for run-on sentences as they read drafts aloud. Proofread their second drafts aloud for spelling and conventions. Ask and receive feedback about their writing. Give feedback in a helpful way.	L.WF.3.2 L.WF.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3	<ul style="list-style-type: none"> <li>● Briefly review speech punctuation and record in proofreading notes</li> <li>● Discuss proofreading for run-on sentences</li> <li>● Review proofreading for spelling conventions</li> <li>● Complete second drafts and confer in pairs</li> <li>● Reflect as a class</li> <li>● Create an anchor chart for possessive pronouns and review</li> </ul>
Day 28: Explore creative, interesting titles. Continue proofreading drafts. Initiate pair conferences about their drafts. Ask and receive feedback about their writing.	L.WF.3.2 L.WF.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Discuss creative, interesting titles</li> <li>● Have the students think about their own titles</li> <li>● Write independently and confer in pairs</li> <li>● Share revisions and reflect</li> <li>● Practice possessive pronouns by</li> </ul>



		writing imitation sentences
Day 29: Finish writing and proofreading second drafts. Write final versions to publish.	L.WF.3.2 W.WP.3.4	<ul style="list-style-type: none"> <li>• Prepare to publish stories</li> <li>• Write final drafts and confer in pairs</li> <li>• Reflect on sharing materials fairly and being considerate</li> <li>• Reinforce possessive pronouns with interactive game (Boom Cards)</li> </ul>
Day 30: Reflect on writing fiction. Write final versions to publish. Present stories during Author's Chair.	L.WF.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4	<ul style="list-style-type: none"> <li>• Reflect on writing fiction</li> <li>• Write independently and confer in pairs</li> <li>• Review sharing writing from the Author's Chair</li> <li>• Review speaking clearly and expressing interest in one another's writing</li> <li>• Revise and edit with possessive pronouns</li> <li>• Possessive pronouns assessment</li> </ul>

#### Inclusive concepts

- The writing community allows for all levels to work together at their individual pace and level.

#### Unit 5 Learning Goals

- **Select an animal to research**
- **Write, revise, and publish an informational report about an animal**
- **Learn research skills**
- **Learn about features of expository text**
- **Practice relevant skills and conventions**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Hear and discuss expository nonfiction. Explore how information is organized and presented. Explore and write about animals that interest them.</p>	<p>L.WF.3.3 RI.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Pair students and discuss working together</li> <li>● Introduce nonfiction</li> <li>● Read <i>Are You a Dragonfly?</i> aloud</li> <li>● Discuss the story and generate animal topics</li> <li>● Review nonfiction topics in notebooks</li> <li>● Write independently</li> <li>● Share writing and reflect</li> <li>● Introduce indefinite pronouns with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Hear and discuss expository nonfiction. Explore how information is organized and presented. Quick-write questions they could ask about animals. Cultivate curiosity.</p>	<p>L.WF.3.3 RI.CR.3.1 RI.AA.3.7 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Discuss curiosity</li> <li>● Read aloud and discuss parts of <i>A Pack of Wolves and Other Canine Groups</i></li> <li>● Quick-write: Generating Questions About an Animal</li> <li>● Write independently</li> <li>● Share writing and reflect on curiosity</li> <li>● Create an anchor chart for indefinite pronouns and review</li> </ul>
<p>Day 3: Hear, read, and discuss expository nonfiction about animals. Explore how</p>	<p>L.RF.3.4 RI.CR.3.1</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read more from <i>A Pack of Wolves and</i></li> </ul>

<p>information is organized and presented. Write about what they learned and what they are curious about.</p>	<p>RI.TS.3.4 RI.MF.3.6 W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7</p>	<p><i>Other Canine Groups</i> and discuss</p> <ul style="list-style-type: none"> <li>● Discuss nonfiction resources</li> <li>● Read nonfiction resources</li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Reflect on sharing materials fairly</li> <li>● Practice indefinite pronouns by writing imitation sentences</li> </ul>
<p>Day 4: Hear, read, and discuss expository nonfiction about animals. Explore how information is organized and presented. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 RI.CR.3.1 W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Review nonfiction writing</li> <li>● Read and discuss parts of <i>Reptiles</i></li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Reflect on writing and sharing materials fairly</li> <li>● Reinforce indefinite pronouns with interactive game (Boom Cards)</li> </ul>
<p>Day 5: Hear, read, and discuss expository nonfiction about animals. Explore how information is organized and presented. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 L.VI.3.3 RI.CR.3.1 RI.TS.3.4 RI.MF.3.6 W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and briefly review</li> <li>● Read aloud and discuss parts of <i>The ABCs of Endangered Animals</i></li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Reflect on writing and sharing materials fairly</li> <li>● Revise and edit with indefinite pronouns</li> <li>● Indefinite pronouns assessment</li> </ul>
<p>Day 6: Hear, read, and discuss nonfiction about animals. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 RI.CR.3.1 W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Briefly review nonfiction</li> <li>● Read parts of <i>Into the Sea</i> aloud</li> <li>● Discuss the story</li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Reflect on nonfiction</li> <li>● Introduce pronoun-verb agreement with mentor sentence and imitation sentence</li> </ul>
<p>Day 7: Hear, read, and discuss expository nonfiction about animals. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 RI.CR.3.1 W.WR.3.5</p>	<ul style="list-style-type: none"> <li>● Discuss curiosity</li> <li>● Read aloud parts of <i>Panda Kindergarten</i> and discuss</li> </ul>

	<p>W.SE.3.6 W.RW.3.7 SL.PE.3.1 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Share writing and reflect</li> <li>● Create an anchor chart for pronoun-verb agreement and review</li> </ul>
<p>Day 8: Hear, read, and discuss nonfiction. Quick-write from an animal's point of view. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 RI.CR.3.1 W.WR.3.5 W.SE.3.6 W.RW.3.7 SL.PE.3.1 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review <i>Panda Kindergarten</i></li> <li>● Read <i>Where Butterflies Grow</i> aloud</li> <li>● Discuss the reading</li> <li>● Quick-write: Imagine Being an Animal</li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Share writing and reflect</li> <li>● Practice pronoun-verb agreement by writing imitation sentences</li> </ul>
<p>Day 9: Learn about a professional author's writing practice. Quick-write about things they want to know about animals. Write about what they learned and what they are curious about.</p>	<p>L.RF.3.4 RI.CR.3.1 W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Read and discuss "About Joanna Ryder"</li> <li>● Quick-write: What I Want to Know About an Animal</li> <li>● Read nonfiction texts about animals</li> <li>● Write about nonfiction reading</li> <li>● Reflect on writing</li> <li>● Reinforce pronoun-verb agreement with interactive game (Boom Cards)</li> </ul>
<p>Day 10: Identify and list animals they are curious about. Narrow their lists.</p>	<p>W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Review writing from the past two weeks</li> <li>● Make a joint list of animals</li> <li>● Identify other animals of interest</li> <li>● Identify more animals of interest</li> <li>● Narrow the lists</li> <li>● Reflect on partner work</li> <li>● Revise and edit with pronoun-verb agreement</li> <li>● Pronoun-verb agreement assessment</li> </ul>
<p>Day 11: Select an animal to research and write about. Do pre-research writing about their animals.</p>	<p>L.WF.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Discuss and select topics</li> <li>● Model pre-research writing about an animal</li> <li>● Do pre-research writing</li> </ul>

		<ul style="list-style-type: none"> <li>● Reflect in pairs on pre-research writing</li> <li>● Introduce contractions with mentor sentence and imitation sentence</li> </ul>
Day 12: Review and discuss pre-research writing. Generate research questions about their animals. Identify and use various sources of information.	W.WP.3.4 W.WR.3.5 W.SE.3.6 W.RW.3.7	<ul style="list-style-type: none"> <li>● Discuss pre-research writing and model brainstorming questions</li> <li>● Review pre-research writing and brainstorm research questions</li> <li>● Discuss searching for resources</li> <li>● Add to research questions and search for information</li> <li>● Reflect on taking responsibility during the information search</li> <li>● Create an anchor chart for contractions and review</li> </ul>
Day 13: Learn and use the terms <i>search engine</i> , <i>search term</i> , and <i>search query</i> . Identify the best terms for an effective search query.	RI.TS.3.4 W.WP.3.4 W.WR.3.5 W.SE.3.6	<ul style="list-style-type: none"> <li>● Review and introduce searching for information online</li> <li>● Model choosing the best terms for a search query</li> <li>● Choose the best terms for a search query</li> <li>● Write search queries</li> <li>● Reflect on what the students learned</li> <li>● Practice contractions by writing imitation sentences</li> </ul>
Day 14: Identify and use various sources of information. Take notes in their own words.	L.WF.3.3 W.WP.3.4 W.WR.3.5 W.SE.3.6	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Model researching and taking notes</li> <li>● Get ready to work together</li> <li>● Research animal topics and take notes</li> <li>● Reflect on what the students learned</li> <li>● Reflect on sharing work fairly</li> <li>● Reinforce contractions with interactive game (Boom Cards)</li> </ul>
Day 15: Identify and use various sources of information. Take notes in their own words.	L.WF.3.3 W.WP.3.4 W.WR.3.5 W.SE.3.6	<ul style="list-style-type: none"> <li>● Discuss the research process</li> <li>● Model researching and taking notes</li> <li>● Research animal topics and take notes</li> <li>● Reflect on researching and taking notes</li> <li>● Revise and edit with contractions</li> </ul>

		<ul style="list-style-type: none"> <li>• Contractions assessment</li> </ul>
Day 16: Continue to research animals. Take notes in their words.	<p>W.WP.3.4 W.WR.3.5 W.SE.3.6</p>	<ul style="list-style-type: none"> <li>• Review pre-research writing and notes</li> <li>• Discuss how partners will work together</li> <li>• Continue to research animal topics and take notes</li> <li>• Reflect on researching and taking notes</li> <li>• Introduce homophones with mentor sentence and imitation sentence</li> </ul>
Day 17: Modify and expand thinking, based on research. Organize notes in preparation for writing.	<p>W.WP.3.4 W.WR.3.5 W.SE.3.6</p>	<ul style="list-style-type: none"> <li>• Briefly review</li> <li>• Model organizing notes</li> <li>• Discuss how partners will work together</li> <li>• Organize notes for writing</li> <li>• Reflect on partner work</li> <li>• Create an anchor chart for homophones and review</li> </ul>
Day 18: Order grouped notes in preparation for writing. Begin drafting their informational report. Include facts, definitions, and details related to their topic.	<p>L.WF.3.3 W.IW.3.2 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>• Review ways to organize nonfiction</li> <li>• Model ordering your notes and beginning a draft</li> <li>• Discuss how partners will work together</li> <li>• Begin drafting informational reports</li> <li>• Confer in pairs about drafts</li> <li>• Reflect on partner work</li> <li>• Practice homophones by writing imitation sentences</li> </ul>
Day 19: Draft informal reports. Explore transitional words and phrases. Include facts, definitions, and details related to their topics. Confer with one another about their drafts.	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 W.WR.3.5 W.SE.3.6</p>	<ul style="list-style-type: none"> <li>• Explore transitional words and phrases</li> <li>• Model adding to a draft</li> <li>• Discuss how partners will work together</li> <li>• Draft informational reports</li> <li>• Confer in pairs about drafts</li> <li>• Reflect on partner work</li> <li>• Reinforce homophones with interactive game (Boom Cards)</li> </ul>
Day 20: Draft informational reports. Include facts, definitions, and details related to their topics. Explore transitional words and phrases. Confer with one another about their drafts.	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP3.4</p>	<ul style="list-style-type: none"> <li>• Briefly review</li> <li>• Discuss how partners will work together</li> <li>• Draft informational reports</li> <li>• Confer in pairs about drafts</li> </ul>

	W.WR.3.5 W.SE.3.6	<ul style="list-style-type: none"> <li>● Reflect on partner work</li> <li>● Revise and edit with homophones</li> <li>● Homophones assessment</li> </ul>
Day 21: Draft their informational reports. Explore expository text features. Decide on illustrations and captions for their reports.	L.WF.3.3 RI.MF.3.6 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Reread and share sentences</li> <li>● Discuss captions and illustrations</li> <li>● Model marking your draft for images and captions</li> <li>● Discuss how partners will work together</li> <li>● Continue drafting informational reports</li> <li>● Confer in pairs and reflect</li> <li>● Introduce adjectives and articles with mentor sentence and imitation sentence</li> </ul>
Day 22: Explore and write interesting introductions. Draft their informational reports. Reread their writing critically.	L.WF.3.3 RI.CR.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Explore interesting introductions</li> <li>● Model writing an interesting introduction</li> <li>● Discuss how partners will work together</li> <li>● Continue drafting informational reports</li> <li>● Confer in pairs about drafts</li> <li>● Reflect on partner work</li> <li>● Create an anchor chart for adjectives and articles and review</li> </ul>
Day 23: Explore endings that bring a report to a close. Finish drafting their informational reports.	L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Analyze closing sentences</li> <li>● Discuss how partners will work together</li> <li>● Finish drafting informational reports</li> <li>● Confer in pairs and reflect</li> <li>● Practice adjectives and articles by writing imitation sentences</li> </ul>
Day 24: Check drafts for order, interest, and completeness.	L.WF.3.3 W.AW.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Model analyzing and revising a draft</li> <li>● Analyze drafts</li> <li>● Discuss how partners will work together</li> <li>● Revise informational reports</li> <li>● Reflect on partner work</li> <li>● Reinforce adjectives and articles with interactive game (Boom Cards)</li> </ul>

<p>Day 25: Ask for and receive feedback about their writing. Give feedback in a helpful way. Finish drafting informational reports.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare for group conferences</li> <li>● Prepare to give feedback: Does it All Make Sense?</li> <li>● Confer in groups</li> <li>● Reflect on feedback received</li> <li>● Discuss how partners will work together</li> <li>● Revise informational reports</li> <li>● Briefly reflect on writing</li> <li>● Revise and edit with adjectives and articles</li> <li>● Adjectives and articles assessment</li> </ul>
<p>Day 26: Proofread for spelling and punctuation. Listen for run-on sentences while reading drafts aloud. Begin writing final versions.</p>	<p>L.WF.3.2 L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare to proofread first drafts</li> <li>● Discuss proofreading for spelling</li> <li>● Discuss proofreading for run-on sentences</li> <li>● Discuss how partners will work together</li> <li>● Proofread and write final versions</li> <li>● Reflect on proofreading</li> <li>● Introduce comparative adjectives with mentor sentence and imitation sentence</li> </ul>
<p>Day 27: Proofread for sentence fragments. Write final versions. Add illustrations and captions.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare to proofread first drafts</li> <li>● Discuss proofreading for sentence fragments</li> <li>● Discuss how partners will work together</li> <li>● Proofread and write final versions</li> <li>● Reflect on proofreading</li> <li>● Create an anchor chart for comparative adjectives and review</li> </ul>
<p>Day 28: Explore and develop tables of contents. Finish writing final versions.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Explore table of contents</li> <li>● Discuss how partners will work together</li> <li>● Write final versions and table of contents</li> <li>● Reflect and “preview” reports as a class</li> <li>● Practice comparative adjectives by writing imitation sentences</li> </ul>
<p>Day 29: Publish their informational reports. Make decisions about how they will present</p>	<p>L.WF.3.3 W.IW.3.2</p>	<ul style="list-style-type: none"> <li>● Discuss handling and sharing materials</li> <li>● Discuss how partners will work together</li> </ul>



<p>their reports from the Author's Chair.</p>	<p>W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Publish reports and prepare to share</li> <li>● Review sharing writing from the Author's Chairs</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on audience behavior during Author's Chair sharing</li> <li>● Reinforce comparative adjectives with interactive game (Boom Cards)</li> </ul>
<p>Day 30: Review and reflect on writing nonfiction. Finish publishing their reports. Present their reports from the Author's Chair.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Review and reflect on writing nonfiction</li> <li>● Finish publishing reports and prepare to share</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on interactions and thank one another</li> <li>● Revise and edit with comparative adjectives</li> <li>● Comparative adjectives assessment</li> </ul>

**Inclusive concepts**

- The writing community allows for all levels to work together at their individual pace and level.

**Unit 6 Learning Goals**

- **Explore functional writing**
- **Explore using coordinating conjunctions**
- **Consider audience and purpose of directions**
- **Work on reaching agreements and making decisions with partners**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Hear, read, and discuss functional writing. Explore how information is communicated in functional writing. Quick-write ideas about things they take care of.</p>	RI.CR.3.1 RI.TS.3.4 W.NW.3.3 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Pair students and introduce functional writing</li> <li>● Read and discuss parts of <i>Kittens</i></li> <li>● Quick-write: Things We Take Car Of</li> <li>● Introduce the collection of functional writing</li> <li>● Write independently</li> <li>● Share ideas for writing and reflect</li> <li>● Introduce adverbs with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Hear, read, and discuss functional writing. Explore audience and purpose in functional writing. Write about how to take care of something.</p>	L.WF.3.3 RI.CR.3.1 RI.TS.3.4 W.IW.3.2 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Read and discuss parts of <i>My Pet Puppy</i></li> <li>● Discuss audience and purpose</li> <li>● Shared writing: How to Take Care of Something in the Classroom</li> <li>● Write independently</li> <li>● Reflect on independent writing</li> <li>● Create an anchor chart for adverbs and review</li> </ul>
<p>Day 3: Explore audience and purpose in functional writing. Hear, read, and discuss directions for drawing. Quick-write ideas about things they know how to do.</p>	RI.CR.3.1 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Read parts of <i>1-2-3 Draw Ocean Life</i> and draw</li> <li>● Quick-write: Things We Know How to Do</li> <li>● Write independently</li> <li>● Reflect on functional writing and</li> </ul>

		<ul style="list-style-type: none"> <li>working responsibly</li> <li>● Practice adverbs by writing imitation sentences</li> </ul>
Day 4: Hear, follow, and discuss directions for drawing. Compare directions. Use writing time responsibly.	RI.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Read aloud “Bottlenose Dolphin” and draw</li> <li>● Discuss two sets of directions</li> <li>● Write independently</li> <li>● Reflect on functional writing and working responsibly</li> <li>● Reinforce adverbs with interactive game Boom Cards)</li> </ul>
Day 5: Explore directions for writing. Write directions for drawing an animal. Explore audience and purpose in functional writing. Share ways they have dealt with challenges in their writing.	L.WF.3.3 RI.TS.3.4 W.IW.3.2 W.WP.3.4	<ul style="list-style-type: none"> <li>● Shared writing: Write Directions for a Drawing</li> <li>● Write independently</li> <li>● Briefly reflect on challenges</li> <li>● Revise and edit with adverbs</li> <li>● Adverbs assessment</li> </ul>
Day 6: Explore sequence in functional writing.	L.WF.3.3 RI.CR.3.1 RI.IT.3.3 RI.AA.3.7 W.IW.3.2 W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Discuss sequence in functional writing</li> <li>● Review drafts for sequence</li> <li>● Exchange directions with partners</li> <li>● Write independently</li> <li>● Reflect on revisions and on writing directions</li> <li>● Introduce comparative adverbs with mentor sentence and imitation sentence</li> </ul>
Day 7: Hear and follow directions for making a puzzle. Explore completeness in functional writing. Discuss and revise directions for making a puzzle.	L.WF.3.3 RI.CR.3.1 W.IW.3.2 W.WP.3.4	<ul style="list-style-type: none"> <li>● Read “Puzzle Sticks” and model creating a puzzle</li> <li>● Make “Puzzle Sticks”</li> <li>● Discuss completeness in functional writing</li> <li>● Write in pairs</li> <li>● Reflect on revisions and partner work</li> <li>● Create an anchor chart for comparative adverbs and review</li> </ul>
Day 8: Exchange and try out puzzles with their	W.WP.3.4	<ul style="list-style-type: none"> <li>● Briefly review</li> </ul>

<p>partners. Write shared directions to accompany puzzles.</p>		<ul style="list-style-type: none"> <li>● Exchange and try out puzzles</li> <li>● Shared writing: Directions to Accompany Puzzles</li> <li>● Write independently</li> <li>● Discuss working together and writing directions</li> <li>● Practice comparative adverbs by writing imitation sentences</li> </ul>
<p>Day 9: Help write directions for how to do something. Select a topic and begin drafting directions in pairs. Explore sequence and completeness in functional writing.</p>	<p>L.WF.3.3 W.IW.3.2 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review functional writing</li> <li>● Shared writing: Directions for How to Do Something</li> <li>● Get ready to write directions</li> <li>● Write activity directions</li> <li>● Share topics</li> <li>● Reinforce comparative adverbs with interactive game (Boom Cards)</li> </ul>
<p>Day 10: Explore accuracy and clarity in functional writing. Continue to draft directions. Reread and revise directions.</p>	<p>W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Explore accuracy and clarity in directions</li> <li>● Work on activity directions</li> <li>● Discuss partner work</li> <li>● Revise and edit with comparative adverbs</li> <li>● Comparative adverbs assessment</li> </ul>
<p>Day 11: Confer in groups of four about their directions. Explore sequence, completeness, accuracy, and clarity in functional writing. Ask for and receive feedback about their writing.</p>	<p>L.WF.3.3 W.IW.3.2 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Exchange directions</li> <li>● Confer in groups about directions</li> <li>● Revise and complete drafts</li> <li>● Reflect on revisions</li> <li>● Introduce prepositions with mentor sentence and imitation sentence</li> </ul>
<p>Day 12: Explore using the coordinating conjunctions <i>and</i>, <i>but</i>, and <i>or</i>. Mark places in their directions where they use <i>and</i>, <i>but</i>, and <i>or</i>. Revise their directions for sequence, completeness, accuracy, and clarity.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review purpose of revision</li> <li>● Discuss <i>And</i>, <i>But</i>, and <i>Or</i></li> <li>● Facilitate guided rereading of directions</li> <li>● Model revising to add <i>And</i>, <i>But</i>, and <i>Or</i></li> <li>● Continue revising drafts</li> <li>● Share and reflect on revisions</li> <li>● Create an anchor chart for prepositions and review</li> </ul>

<p>Day 13: Proofread drafts for spelling, punctuation, and grammar. Write final versions of their pieces.</p>	<p>L.WF.3.2 L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Discuss proofreading for spelling and conventions</li> <li>● Proofread drafts and write final versions</li> <li>● Reflect on proofreading</li> <li>● Practice prepositions by writing imitation sentences</li> </ul>
<p>Day 14: Finish writing their final versions. Present their activity directions from the Author's Chair. Ask one another questions about their writing.</p>	<p>L.WF.3.3 W.AW.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Finish final versions</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on audience behavior during Author's Chair sharing</li> <li>● Reinforce prepositions with interactive game (Boom Cards)</li> </ul>
<p>Day 15: Reflect on functional writing. Finish writing their final versions. Present their activity directions from the Author's Chair. Ask one another questions about their writing.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Review and reflect on functional writing</li> <li>● Finish final versions</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on audience behavior during Author's Chair sharing</li> <li>● Revise and edit with prepositions</li> <li>● Prepositions assessment</li> </ul>

**Inclusive concepts**

- The writing community allows for all levels to work together at their individual pace and level.

**Unit 7 Learning Goals**

- **Read and write persuasive essays**
- **Explore elements of opinion writing**

- Learn to identify and audience and purpose for essays
- Write clear, direct introductions and conclusions
- Learn to express their own opinions

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Hear and discuss a persuasive essay. Think about the author’s purpose. Write about things of interest.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4</p>	<ul style="list-style-type: none"> <li>● Pair students and discuss working together</li> <li>● Read “School Should Start Later in the Morning” aloud</li> <li>● Reread the essay and discuss the author’s purpose</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Introduce combining sentences with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Hear and discuss a persuasive essay. Think about the author’s audience and purpose. Generate possible opinions for persuasive essays. Write about things of interest.</p>	<p>RI.CR.3.1 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Discuss audience</li> <li>● Read “Don’t Change Our Start Time” aloud</li> <li>● Discuss the author’s audience and purpose</li> <li>● Generate possible opinions for persuasive essays</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> </ul>

		<ul style="list-style-type: none"> <li>● Create an anchor chart for combining sentences and review</li> </ul>
Day 3: Hear, discuss, and write persuasive essays. Think about features of a persuasive essay. Think about the author's audience and purpose. Quick-write about opinions.	RI.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Review persuasive essays</li> <li>● Read "Rats Are the Coolest Pets" aloud</li> <li>● Discuss the author's audience and purpose</li> <li>● Quick-write: Opinions</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Practice combining sentences by writing imitation sentences</li> </ul>
Day 4: Hear, discuss, and write persuasive essays. Think about features of persuasive essays. Think about the author's audience and purpose.	W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> <li>● Reinforce combining sentences with interactive game (Boom Cards)</li> </ul>
Day 5: Hear and discuss a persuasive essay. Think about the author's audience and purpose. Write about their own opinions and consider the opinions of others.	RI.CR.3.1 W.WP.3.4 W.RW.3.7	<ul style="list-style-type: none"> <li>● Gather and review persuasive essays</li> <li>● Read "Why You Should Get a Dog" aloud</li> <li>● Discuss the author's audience and purpose</li> <li>● Add to the "Possible Opinions for Persuasive Essays" chart</li> <li>● Write independently</li> <li>● Share writing and discuss disagreeing respectfully</li> <li>● Revise and edit with combining sentences</li> <li>● Combining sentences assessment</li> </ul>
Day 6: Hear, discuss, and write a persuasive essay. Think about the author's audience and purpose. Choose an opinion and audience for a persuasive essay.	L.WF.3.3 RI.CR.3.1 RI.PP.3.5 W.AW.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Briefly review persuasive essays</li> <li>● Discuss expressing personal opinions</li> <li>● Read "Computer in Our Classrooms" aloud</li> <li>● Discuss author's audience and purpose</li> <li>● Select an opinion and audience for a persuasive essay</li> <li>● Write independently</li> <li>● Briefly share writing and reflect</li> </ul>

		<ul style="list-style-type: none"> <li>● Introduce commas in a series with mentor sentence and imitation sentence</li> </ul>
Day 7: Explore, discuss, and write clear, direct openings and clear statements of opinion in persuasive essays. Draft persuasive essays.	L.WF.3.3 RI.CR.3.1 RI.CI.3.2 W.AW.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Discuss clear, direct opening paragraphs</li> <li>● Analyze opening paragraphs</li> <li>● Analyze opening paragraphs of the students' essays</li> <li>● Write independently</li> <li>● Share opening sentences and reflect</li> <li>● Create an anchor chart for commas in a series and review</li> </ul>
Day 8: Explore how author's use supporting reasons in persuasive essays. Draft persuasive essays.	L.WF.3.3 RI.CR.3.1 RI.TS.3.4 W.AW.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Analyze supporting paragraphs of essays</li> <li>● Analyze the supporting paragraphs of the students' essays</li> <li>● Prepare to write and discuss resources</li> <li>● Write independently</li> <li>● Share opinion statements and reflect</li> <li>● Practice commas in a series by writing imitation sentences</li> </ul>
Day 9: Explore how author's use transitional words and phrases in persuasive essays. Draft persuasive essays.	L.WF.3.3 W.AW.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Explore transitional words and phrases</li> <li>● Analyze transitional words and phrases in "Why You Should Get a Dog"</li> <li>● Analyze students' writing for use of transitional words</li> <li>● Draft persuasive essays</li> <li>● Briefly share writing and reflect</li> <li>● Reinforce commas in a series with interactive game (Boom Card)</li> </ul>
Day 10: Explore how authors conclude persuasive essays. Finish drafting persuasive essays.	L.WF.3.3 W.AW.3.1 W.WP.3.4	<ul style="list-style-type: none"> <li>● Analyze conclusions of essays</li> <li>● Review conclusions of the students' essays</li> <li>● Prepare to write</li> <li>● Write independently</li> <li>● Share concluding paragraphs and reflect</li> <li>● Revise and edit with commas in a</li> </ul>



		<p>series</p> <ul style="list-style-type: none"> <li>● Commas in a series assessment</li> </ul>
<p>Day 11: Ask for, receive, and give feedback about their writing. Ask one another questions about their writing.</p>	<p>L.WF.3.3 RI.CR.3.1 RI.PP.3.5 W.AW.3.1 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare for pair conferences</li> <li>● Prepare to give feedback: Does It All Make Sense?</li> <li>● Confer in pairs</li> <li>● Reflect on feedback received</li> <li>● Finish revising drafts</li> <li>● Briefly reflect on writing</li> <li>● Introduce compound sentences with mentor sentence and imitation sentence</li> </ul>
<p>Day 12: Proofread their drafts for spelling, punctuation, and grammar. Listen for and correct sentence fragments.</p>	<p>L.WF.3.2 L.WF.3.3 W.AW.3.1 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Prepare to proofread</li> <li>● Proofreading for sentence fragments</li> <li>● Review proofreading with word bank and proofreading notes</li> <li>● Proofread drafts</li> <li>● Reflect on proofreading</li> <li>● Create an anchor chart for compound sentences and review</li> </ul>
<p>Day 13: Explore using adjectives to make their essays more persuasive. Work on final versions for publication.</p>	<p>L.WF.3.2 L.WF.3.3 W.AW.3.1 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Explore adjective in an essay</li> <li>● Review drafts for adjectives</li> <li>● Revise drafts</li> <li>● Reflect on revisions</li> <li>● Practice compound sentences by writing imitation sentences</li> </ul>
<p>Day 14: Finish writing final versions. Present essays from the Author's Chair.</p>	<p>L.WF.3.3 W.AW.3.1 W.WP.3.4 SL.PE.3.1 SL.ES.3.3</p>	<ul style="list-style-type: none"> <li>● Briefly review</li> <li>● Finish final versions of persuasive essays</li> <li>● Review sharing writing from the Author's Chair</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on Author's Chair Sharing</li> <li>● Reinforce compound sentences with interactive game (Boom Cards)</li> </ul>
<p>Day 15: Finish writing final versions. Present</p>	<p>L.WF.3.2</p>	<ul style="list-style-type: none"> <li>● Reflect on persuasive essays</li> </ul>

essays from the Author's Chair.	W.AW.3.1 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.PE.3.1 SL.ES.3.3 SL.PI.3.4	<ul style="list-style-type: none"> <li>● Finish final versions of persuasive essays</li> <li>● Gather for Author's Chair sharing</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on audience behavior during Author's Chair sharing</li> <li>● Revise and edit with compound sentences</li> <li>● Compound sentences assessment</li> </ul>
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<b>Inclusive concepts</b>
<ul style="list-style-type: none"> <li>● The writing community allows for all levels to work together at their individual pace and level.</li> </ul>

<b>Unit 8 Learning Goals</b>
<ul style="list-style-type: none"> <li>● <b>Hear, discuss, and write poetry</b></li> <li>● <b>Learn to listen to the language in poetry</b></li> <li>● <b>Generate ideas for poems</b></li> </ul>

<b>Core Instructional Materials</b>	<b>Supplemental Materials</b>
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> <li>● Writing Binder/Journal Notebook</li> <li>● Grammar worksheets</li> <li>● Centers</li> <li>● Brainpopjr.com</li> <li>● Graphic Organizers</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Hear, read, and discuss poems. Think about what makes a poem a poem. Explore sensory details in poems.</p>	<p>RL.CR.3.1            RL.IT.3.3            W.NW.3.3            W.WP.3.4            W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Pair students and discuss working together</li> <li>● Introduce poetry</li> <li>● Read and discuss “Galoshes”</li> <li>● Read and discuss “Two Voices in a Tent at Night”</li> <li>● Write independently</li> <li>● Share and reflect</li> <li>● Introduce complex sentences with mentor sentences and imitation sentences</li> </ul>
<p>Day 2: Hear and discuss poems. Explore sensory details in poems. Quick-write ideas for poems about food.</p>	<p>RL.CR.3.1            W.NW.3.3            W.WP.3.4            W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Briefly review poetry</li> <li>● Read and discuss “Fresh Pop-Corn”</li> <li>● Read and discuss “Which is the Best?”</li> <li>● Quick-write: Ideas for Poems About Food”</li> <li>● Write independently</li> <li>● Share writing and reflect</li> <li>● Create an anchor chart for complex sentences and review</li> </ul>
<p>Day 3: Hear and discuss poems. Explore sensory details in a poem. Quick-write ideas for poems about animals.</p>	<p>RL.CR.3.1            W.WP.3.4            W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Gather and review poetry</li> <li>● Read and discuss “Sunning”</li> <li>● Read and discuss “The Polliwogs”</li> <li>● Quick-write: Ideas for Poems About Animals</li> <li>● Write independently</li> <li>● Share writing and reflect</li> <li>● Practice complex sentences by writing imitation sentences</li> </ul>
<p>Day 4: Hear, discuss, and write poems. Explore sensory details in a poem. Think about what poems look like on the page. Explore shape in poetry.</p>	<p>RL.CR.3.1            W.NW.3.3            W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Discuss how poems look on the page</li> <li>● Read and discuss “It’s Raining!” and “Ice Cubes”</li> <li>● Draft poems in the students’ notebooks</li> <li>● Confer in pairs about poems</li> <li>● Reflect on pair conferences and poems</li> <li>● Reinforce complex sentences with interactive game (Boom Cards)</li> </ul>

<p>Day 5: Hear, discuss, and write poems. Explore how sound functions in poems. Explore sensory details in a poem. Quick-write ideas for poems about things that make noise.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Explore sounds in poetry</li> <li>● Read and discuss “Open Hydrant”</li> <li>● Quick-write: Ideas for Poems About Things That Make Noise</li> <li>● Write independently</li> <li>● Reflect on creativity</li> <li>● Revise and edit with complex sentences</li> <li>● Complex sentences assessment</li> </ul>
<p>Day 6: Hear, discuss, and write poems. Explore sounds in a poem. Explore sensory details in a poem. Informally explore how repetition functions in poems.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Briefly review poetry</li> <li>● Read and discuss “Autumn Leaves”</li> <li>● Discuss repetition in poetry</li> <li>● Write independently</li> <li>● Reflect on creativity</li> <li>● Introduce commas in dates and places with mentor sentence and imitation sentence</li> </ul>
<p>Day 7: Hear, discuss, and write poems. Quick-write ideas for poems about things that think and talk like people. Explore sensory details and personification in poems.</p>	<p>RL.CR.3.1 W.NW.3.3 W.WP.3.4 W.RW.3.7</p>	<ul style="list-style-type: none"> <li>● Explore elements of poetry</li> <li>● Read and discuss “Hotel Swimming Pool’s Evening Lament”</li> <li>● Read and discuss “Oak’s Introduction”</li> <li>● Quick-write: Ideas for “I Am a _____” poems</li> <li>● Write independently</li> <li>● Confer in pairs about poems</li> <li>● Reflect on pair conferences and poems</li> <li>● Create an anchor chart for commas in dates and places and review</li> </ul>
<p>Day 8: Review poetry drafts and select one to develop and publish. Reread writing critically. Analyze and revise for sensory details, sounds, and form.</p>	<p>L.WF.3.3 W.AW.3.1 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Review and select drafts</li> <li>● Facilitate guided rereading of drafts</li> <li>● Reread and revise poems</li> <li>● Reflect on revisions and creativity</li> <li>● Practice commas in dates and places by writing imitation sentences</li> </ul>
<p>Day 9: Explore punctuation and capitalization in poems. Proofread and correct spelling and punctuations. Begin writing final versions of poems.</p>	<p>L.WF.3.2 L.WF.3.3 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Discuss how poets use punctuation and capitalization in poems</li> <li>● Review drafts for punctuation and capitalization</li> </ul>

		<ul style="list-style-type: none"> <li>● Review proofreading for spelling and conventions</li> <li>● Proofread drafts and write final versions</li> <li>● Reflect on proofreading</li> <li>● Reinforce commas in dates and places with interactive game (Boom Cards)</li> </ul>
Day 10: Discuss writing poems. Finish writing final versions of poems. Present poems from the Author's Chair.	L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4 SL.ES.3.3	<ul style="list-style-type: none"> <li>● Revisit reading and writing poetry</li> <li>● Finish final versions of poems</li> <li>● Review sharing from the Author's Chair</li> <li>● Conduct Author's Chair sharing</li> <li>● Reflect on audience behavior during Author's Chair sharing</li> <li>● Revise and edit with commas in dates and places</li> <li>● Commas in dates and places assessment</li> </ul>

#### Inclusive concepts

- The writing community allows for all levels to work together at their individual pace and level.

#### Unit 9 Learning Goals

- **Review writing done this year**
- **Reflect on growth as writers**
- **Write letters to upcoming class on what it means to be a good writer**
- **Express interest in and appreciation for one another's writing and thinking**

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Read aloud texts</li> <li>● Collaborative Classroom Learning Portal</li> </ul>	<ul style="list-style-type: none"> <li>● Charts</li> <li>● IXL</li> </ul>

- Writing Binder/Journal Notebook
- Grammar worksheets
- Centers
- Brainpopjr.com
- Graphic Organizers

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Day 1: Review writing from the year. Reflect on and think about how they have grown as readers. Think about challenges faced and what they have learned about writing.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Discuss goals for the week</li> <li>● Review published writing from the year</li> <li>● Review notebook writing</li> <li>● Share marked pieces with another student</li> <li>● Get ready to write about growth as writers</li> <li>● Write reflections about growth as writers</li> <li>● Share reflections</li> <li>● Introduce dialogue with mentor sentence and imitation sentence</li> </ul>
<p>Day 2: Write to next year’s class about ways to be good writers. Get ideas by listening to others.</p>	<p>L.WF.3.3 W.IW.3.2 W.NW.3.3 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Review genres explored this year</li> <li>● Reflect on ways to be a good writer</li> <li>● Write letters to next year’s class independently</li> <li>● Share letters and reflect on working together</li> <li>● Create an anchor chart for dialogue and review</li> </ul>
<p>Day 3: Review authors studied this year. Reflect on and write about favorite authors. Listen to the thinking of others and share their own writing.</p>	<p>L.WF.3.3 W.AW.3.1 W.WP.3.4</p>	<ul style="list-style-type: none"> <li>● Review author explored this year</li> <li>● Reflect on favorite authors</li> <li>● Write about an author independently</li> <li>● Share reflections</li> <li>● Practice dialogue by writing imitation sentences</li> </ul>
<p>Day 4: Learn about the writing habits of professional writers. Plan summer writing. Get</p>	<p>L.WF.3.3 W.IW.3.2</p>	<ul style="list-style-type: none"> <li>● Generate topics to write about over the summer</li> </ul>

ideas by listening to others.	W.NW.3.3 W.WP.3.4	<ul style="list-style-type: none"> <li>● Read and discuss some professional author's writing habits</li> <li>● Write about writing habits independently</li> <li>● Share plans for summer writing</li> <li>● Reinforce dialogue with interactive game (Boom Cards)</li> </ul>
Day 5: Reflect on contributions to the writing community. Reflect on benefits from the writing community.	W.WP.3.4	<ul style="list-style-type: none"> <li>● Reflect on the classroom writing community</li> <li>● Share reflections and thanks one another</li> <li>● Revise and edit with dialogue</li> <li>● Dialogue assessment</li> </ul>

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