Grade 3 - Unit 1 Writing - Foundations for Third Grade Writing

Unit Focus

In *Foundations for Third Grade Writing*, students learn that writers find ideas everywhere. Through discussions, mentor texts, heart maps, and photographs, students explore how their experiences, interests, memories, and observations can become meaningful writing topics. They develop strategies for generating ideas, selecting topics, and narrowing broad experiences into focused small moment narratives. Throughout the unit, students build writing stamina and confidence as they participate in a supportive writing community where sharing ideas and learning from others is valued.

As students move through the writing process, they plan, draft, revise, and reflect on their work. Instruction emphasizes the qualities of effective narrative writing, including writing about a single event and adding descriptive details to help readers visualize and understand experiences. Students also apply grade-level conventions, engage in goal setting, and reflect on their growth as writers. By the end of the unit, students will have developed a toolkit of strategies for generating ideas and crafting personal narratives that they can transfer to future writing experiences.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 3

- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS.ELA-LITERACY.W.3.8)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.3.3.A)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS.ELA-LITERACY.W.3.3.B)
- Use temporal words and phrases to signal event order. (CCSS.ELA-LITERACY.W.3.3.C)
- Provide a sense of closure. (CCSS.ELALITERACY.W.3.3.D)
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.ELA-LITERACY.SL.3.1.B)
- Explain their own ideas and understanding in light of the discussion. (CCSS.ELA-LITERACY.SL.3.1.D)

Transfer

Students will be able to independently use their learning to...
T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.

Meaning

Understanding(s)

Students will understand that...
U1 Routines, goal-setting, reflection, and collaboration fosters growth and independence as problem-solvers.
U2 Sounds, letters, and patterns work together to support decoding and spelling of words.
U3 Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.

Essential Question(s)

Students will keep considering...
Q1 How do routines, habits, and reflection help readers and writers grow and become independent problem-solvers?
Q2 How do sounds, letters, and patterns work together to help me read and spell words?
Q3 How can I use the writing process to make deliberate choices that communicate my ideas clearly?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Classroom routines provide a structure that supports independent and responsible participation in learning.
K2 Accountable talk and self-reflection help readers and writers improve understanding and set goals.

Skill(s)

Students will be skilled at...
S1 Transitioning between learning activities independently and beginning tasks without direct teacher support.

Stage 1: Desired Results - Key Understandings

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS.ELA-LITERACY.L.3.1.A)
- Form and use regular and irregular plural nouns. (CCSS.ELA-LITERACY.L.3.1.B)
- Use abstract nouns (e.g., childhood). (CCSS.ELA-LITERACY.L.3.1.C)
- Form and use regular and irregular verbs. (CCSS.ELA-LITERACY.L.3.1.D)
- Produce simple, compound, and complex sentences. (CCSS.ELA-LITERACY.L.3.1.I)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS.ELALITERACY.L.3.2.E)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS.ELA-LITERACY.L.3.2.F)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS.ELA-LITERACY.L. 3.2.G)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K3 Personal experiences, interests, memories, observations, and photographs can be used to generate writing topics.
K4 A strong narrative focuses on a specific small moment rather than a broad topic.
K5 Authors use description, actions, dialogue, and thoughts to engage readers and develop experiences.
K6 Discussion, feedback, reflection, and goal setting help writers improve over time.
K7 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.
K8 Fundations:

- Identifying closed syllables, glued sounds, exceptions to closed syllables
- Spelling words with ck, tch endings
- Spelling words with suffixes
- Forming plurals with -s and -es
- Knowing -ed can make the sounds: /ed/, /d/, and /t/
- Knowing the 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix)

K9 Grammar:

- Simple Sentences
- Complete Subject
- Complete Predicate
- Sentence End Punctuation
- Nouns
- Common and Proper Nouns
- Collective Nouns
- Abstract Nouns
- Singular and Plural Nouns
- Regular and Plural Nouns
- Irregular Plural Nouns
- Action Verbs
- Physical vs. Mental Action Verbs
- Linking Verbs

S2 Participating respectfully and productively in peer conversations about reading and writing.
S3 Generating and developing writing topics using heart maps, webs, photographs, lists, conversations, and personal experiences.
S4 Selecting a focused small moment, organize ideas, and drafting a narrative about a personal experience.
S5 Revising writing by adding descriptive details and other narrative craft moves to strengthen meaning and engage readers.
S6 Participating in writing discussions, reflecting on writing strengths and needs, and setting goals for improvement.
S7 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.
S8 Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.