PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT

Writing - Grade 3
3WR - Language Arts - Third Grade Writing

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I. Overview

Writing instruction will be taught through the workshop method. Lessons will consist of a brief teacher-directed mini-lesson followed by ample writing time, teacher conferencing, peer conferencing, and share me. Throughout each unit, students will compose multiple writing pieces as they develop stamina. Students will write across content areas considering their audience, task, purpose, and discipline. Student samples, mentor texts, and other exemplars will be used to demonstrate writing techniques and strategies. Student progress will be monitored, and differentiated teaching points will be addressed to enhance a student's writing repertoire during one-on-one writing conferences, small strategy groups, through self-assessments, and rubrics. Peer conferences will be integrated for author-to-author feedback. Grammar and mechanics will be addressed through mini-lessons and refined through conferencing lessons and strategy groups. Students will come to a deeper appreciation of fiction and non-fiction texts through the models they interact with, peer work, and their own writing pieces. Student work samples will be proof of their development and be reflected in their writers' notebooks. The writing workshop method helps student develop their independent application of skills as they move along the continuum of writing progression stages.

Our curriculum is designed to respond to the varying developmental stages of students. The workshop model allows for differentiated and authentic writing endeavors with students working at their own level to the best of their ability. Independence in writing is an overarching goal. Writing teachers will confer with students regularly to monitor students' achievement and inform their instructional decisions. Each writing session will conclude with students sharing their writing pieces. Students will be encouraged to display pride in their writing accomplishments.

II. Rationale

The Parsippany Troy Hills School District uses a balanced literacy approach to teaching reading and writing. Writing Workshop prepares learners for 21st-century critical thinking, problem-solving, and analytical skills. Goals fostered through the workshop model will help students prepare for becoming independent workers and thinkers. Through the writing workshop model, students have the power to set goals and direct their own writing. The Parsippany-Troy Hills School District writing Curriculum was developed in alignment with the New Jersey Student Learning Standards to address a variety of skills across content standards. Students write in various genres at each grade level, including narrative, persuasive, and informational. The curriculum and workshop method provides a differentiated, student-centered approach, ensuring that the individual needs of each student are met. A progression throughout the grade level is clearly delineated in the Unit of Study guide. Whole group, small group, and one-to-one explicit instruction will be utilized along with independent work and peer collaboration to create a well-rounded writing experience.

III. Student Outcomes

In accordance with the district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

The student will:

- Write effectively across genres including narrative, informational, and fantasy.
- Skillfully utilize steps of the writing process: generating ideas, planning, drafting, revising, and editing.
- Use several writing modalities, including paper and pencil and digital tools.
- Communicate ideas effectively through writing.

- Collaborate with peers to produce inquiry-based writing.
- Apply grade-level appropriate spelling and grammar skills.

Link to NEW JERSEY STUDENT LEARNING STANDARDS:

- Computer Science and Design Thinking
- Career Readiness, Life Literacies, and Key Skills
- English Language Arts
- Mathematics
- Science
- World Language
- Health & Physical Education
- ELA Climate Change Companion Guide

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.
B. Decode words with common Latin suffixes.
C. Decode multisyllable words.
D. Read grade-appropriate irregularly spelled words.
E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
C. Identify language of word origin, as noted in dictionaries.
D. Spell singular and plural possessives (teacher's; teachers')
E. Change y to i (cried) in words with suffixes, when required
F. Spell regular two- and three-syllable words that:

i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.

ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.

G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
B. Capitalize appropriate words in titles.
C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
E. Use appropriate pronouns with clear referents.
F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
H. Paraphrase a main idea or event in order to vary sentence structure and word use.
I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
B. Choose words and phrases for effect.
C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.
B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

A. Introduce an opinion clearly.
B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
D. Provide a conclusion related to the opinion presented.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly.
B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
E. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C. Use transitional words and phrases to manage the sequence of events.
D. Use concrete words and phrases and sensory details to convey experiences and events.
E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.
B. Consider writing as a process, including self-evaluation, revision and editing.
C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Modifications/Differentiation and Adaptations:
For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the Modifications included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

Interdisciplinary Connections:

Computer Science and Design Thinking:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures
- 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue

- 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Career Ready Practices:

- Act as a responsible and contributing community member and employee.
- Apply appropriate academic and technical skills.
- Communicate effectively and effectively and with reason
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Use technology to enhance productivity.
- Plan education and career paths aligned to personal goals.
- Applicable career skills will be the focus within each unit, and students will apply these skills in their class discussions, reading, writing, research, and presentations.

World Language Practices:

- Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Health and Physical Education:

- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

IV. ESSENTIAL QUESTIONS AND CONTENT

Overarching Essential Questions:

- What is the connection and importance between reading and writing?
- How can we establish personal writing goals?
- How does studying authors' craft improve our writing?
- How do we write for multiple genres?
- How do we write for a variety of purposes?
- How do we continue to write with stamina and independence?
- How do we use ideas from our lives to enhance our writing?
- What is the purpose of applying grammar and mechanics skills?
- How can the usage of spelling rules and patterns improve written communication?
- How can we use self-reflection to improve our writing?
- What is the importance of sharing our writing with others?

Specific essential questions and enduring understandings are continued within each unit of study.

V. Strategies

Students will learn a variety of techniques and strategies through:

- Interactive read aloud and Discussion
- Shared Reading
- Shared Writing
- Book Clubs
- Mentor Texts
- Reading and Writing Workshop (Teacher Directed Mini Lesson followed by student independent work)
- Strategy Lessons
- Shared Inquiry
- Debate and class discussion
- Self-assessment and reflection
- Deeper Thinking Strategies
    - Link to detailed descriptions of Deeper Thinking Strategies

VI. Evaluation

- Teacher observation
- Teacher anecdotal notes from conferring and strategy groups
- On-Demand Performance Assessment Prompts (found in *Writing Pathways*)
- Units of Study post assessments (found in the online Units of Study resources)
- Writing Rubrics (found in *Writing Pathways*)
- Learning Progressions (found in *Writing Pathways*)
- Writing Checklists (found in *Writing Pathways*)
- Oral presentations and debates

Formative Assessment	Summative Assessment
• Checklists • Student Oral Responses • Student Samples (Collection, Entries, Planning, Writing, Editing, Revising, Sketches, Labels) • Reflections • Goals • Rubrics • Anecdotal teacher notes • Student/Teacher conferences • Student partner or small group work (writing partnerships or strategy groups)	• Units of Study post assessment • Published Writing Pieces • Rubrics

VII. Required Resources (included in Scope & Sequence by unit)

Required resources are specifically included within each unit of study. Use links to view them.

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5

VIII. Scope and Sequence

Grade 3 Writing **Unit 1 - Crafting True Stories**	**TIMELINE** **September/October**
STANDARDS **Language:** L.WF.3.2, L.WF.3.3, L.KL.3.1, L.VL.3.2, L.VI.3.3 **Writing:** W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7 **Reading:** RL.CR.3.1, RL.CI.3.2, RL.MF.3.6, RL.CT.3.8 **Speaking & Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6	
ESSENTIAL QUESTIONS • How do writers use their notebooks to grow? • How can we share our own experiences in a way that helps others see and feel what we did? • How can we draw on a small moment to tell an interesting story?	**ENDURING UNDERSTANDINGS / UNIT GOALS** • Writers think about who they are and set their goals for the year. • Writers use a notebook to record important ideas, moments, to take risks, and try out strategies. • We learn about writing by reading the work of others. • Writing is a way of thinking and exploring personal ideas; everyone has a story. • Writers revise using elaboration strategies to bring their stories to life. • Writers use proper conventions addressing the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
REQUIRED SOURCES **Professional Texts** • *Heinemann Teacher's College Units of Study (UOS) Units of Study* by Lucy Calkins • *The Writing Strategies Book (WSB)* by Jennifer Serravallo **Mentor Texts/Read Alouds** • *Come on, Rain!* by Karen Hesse • *Ish* by Peter Reynolds • *Owl Moon* by Jane Yolen	**SUPPLEMENTAL MATERIALS** **Professional Texts** • *Powers of Patterns (POP)* by Jeff Anderson with Whitney La Rocca **Additional Mentor Texts/Read Alouds** • *Amelia's Notebook* by Marissa Moss • *The Girl Who Never Made Mistakes* by Gary Rubenstein and Mark Pett • *What do You Do With an Idea?* by Kobi Yamada

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- *The Relatives Came* by Cynthia Rylant
- *Rollercoaster* by Marla Frazee

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- *My Name is Yoon* by Helen Recorvits (AAPI standard connection)
- *The Butterfly* by Patricia Polacco (Holocaust standard connection)
- *My Brother Martin* by Christine King Farris (Amistaad standard connection)

Suggested Websites

- Free resources from Jennifer Serravallo
- Webinar for The Writing Strategies Book
- Heinemann Resources
- Common Lit
- K-5 Immigrant History Resource Books
- Step-by-Step Plan to Narrative Writing
- Small Moment Writing for Kids

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<td colspan="4">ACCOMMODATIONS AND MODIFICATIONS</td>
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Multilingual Learners
In addition to any 504 accommodations and modifications:
Accommodations:

- Visual Supports and Cues
- Pre-teaching vocabulary
- Building background knowledge prior to unit study
- Writing prompts
- Graphic organizers
- Simplify language
- Bilingual dictionary
- Allow assistive technology devices (speech-to-text) and translation tools
- Pair student with a buddy
- Allow for extended writing time

Modifications:

- Reduce the amount of required writing

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Special Education
In addition to all IEP accommodations and modifications:
Accommodations:

- Shared writing and modeling.
- Break down of writing tasks into smaller units
- Graphic organizers for brainstorming, planning, and organizing
- Assisted note-taking and writing samples
- Picture support
- Sentence starters
- Partner writing
- Frequent writing conferences
- Extended time

Modifications:

- Shortened writing tasks/ decrease complexity
- Provide alternative writing opportunities such as verbal response
- Text frames/ cloze

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At-Risk of Failure
In addition to any 504 accommodations and modifications:
Accommodations:

- Graphic organizers for brainstorming, planning, and organizing
- Share writing/ partner collaboration
- Frequent writing check-ins/ conferencing
- Writing samples and assisted note-taking
- Sentence starters

Modifications:

- Text frames/cloze sentences
- Assess appropriately

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Gifted and Talented
In addition to any 504 accommodations and modifications:
Accommodations:

- Enrich ways in which writing is presented
- Allow writing to be completed at own pace
- Provide tiered writing assignments
- Peer collaboration
- Inquiry-based writing

Modifications:

- Accelerated writing unit
- Mentorship opportunities
- Creating projects based on writing
- Assess appropriately

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● Provide alternative writing opportunities such as verbal response ● Assess appropriately	sentences ● Allow invented spelling ● Assess appropriately		

Unit 1 **Crafting True Stories**		**TIMELINE** **September-October**
GOAL	**TEACHING POINT (Objective) / SUGGESTED ACTIVITIES**	**TEACHER RESOURCES / NOTES**
<u>Immersion Phase</u> **Goal One:** Writers learn the routines and expectations of a writer's workshop. **Goal Two:** Writers think about who they are and set their goals for the year. **Goal Three:** We learn about writing by reading the work of others.	**<u>Immersion Phase (1-2 weeks)</u>** <u>Establishing Routines:</u> ● Gathering at the meeting area ● Roles during a mini-lesson ● Turn & Talk ● Shares ● Independent writing expectations (When I'm done, I've just begun) ● How to get, find, and use writing tools in the classroom ● Problem solve through issues independent writers may experience <u>Organization and goal setting:</u> ● Setting up writer's notebooks by personalizing them with photos and images will generate year-long writing ideas. ● Writers organize their notebooks in a way that is safe and enjoyable by: ○ capturing wonderings ○ copying favorite lines, lyrics, or images into a notebook and using them to spark individual writing ○ lists of favorite words, wishes, questions, images, etc... ● Writers establish unit goals by ○ Thinking of habits or areas of practice ○ Decide on a positive change ○ Design a plan of action for that change <u>Read Aloud/Mentor Text Study:</u> ● Notice how authors introduce and conclude their writing.	**<u>Immersion Phase</u>** **Notes:** ● <u>Establishing routines during the immersion period will only be seen in Unit 1.</u> ● Teachers can provide a model of their unique personalized writing notebook and how it can spark ideas. ● Teacher can model how to create an entry where "writing risks" are taken. ● Students personalize their notebooks and celebrate by sharing with others in the class. **<u>Resources/ Suggested Activities:</u>** *The Writing Strategies Book (WSB) by Jennifer Serravallo* ● 3.1, 3.2, 3.5, 3.18

	● Notice how and where authors elaborate on their thinking.	
Workshop Phase **Goal Four:** Use a notebook to take risks and try-out strategies. **Goal Five:** Writing is a way of thinking and exploring personal ideas; everyone has a story. **Goal Six:** Writers revise using elaboration strategies to bring their stories to life.	**Workshop Phase** Writers generate ideas and plan their writing by: ○ Collecting entries, choosing ideas, planning, drafting, revising, and editing. ○ Make discoveries by studying exemplars, sharing observations, setting goals, and self-reflecting. Writers create a personal narrative focusing on a small moment (scene) by ○ Thinking about "What Matters?" Focusing on people, pets, places, and emotions. ○ Writers use story frames or webs to map out their draft (Watermelon/Seed) (Somebody..Wanted…But…So…Then…) ○ Ideas for small moments include: ■ Thinking about moments they learned something new. ■ Thinking about firsts/lasts times. ■ Thinking about moments where intense emotions were presented. ■ Thinking about moments of a problem or struggle. Writers recreate their moments for readers to understand by including dialogue, internal thinking, description, and small actions. ○ Create story mountains to plan a story's introduction, plot, climax, and conclusion. ○ Use a lens to zoom in on ONE part of a longer experience. ■ ask themselves: *"What part of my story is the most important?"* ■ *"Is this story really about one moment?"*	**Workshop Phase** **Resources/ Suggested Activities:** *Heinemann Teacher's College Units of Study (UOS) Units of Study Grade 3 Unit 1- Narrative: Crafting True Stories* by Lucy Calkins Correlation: ● UoS- Grade 3: Narrative- Bend I: Session 2, Session 4 ● UoS- Grade 3: Narrative- Bend II: Session 11 ● UoS- Grade Narrative- Bend IV: Sessions 17-20 *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 4.3, 4.5, 4.6, 5.11, 6.13/6.14, 6.27, 7.3, 7.18

Goal Seven: Writers use proper conventions addressing the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	■ *"Can I picture this moment in my head and replay it like a movie?"* Writers reread their writing continually, adding more details to create a precise picture. Writers will choose proper punctuation to control how readers read and understand their stories. ○ Punctuating to encourage fluency. ○ Punctuating dialogue appropriately- quotations and commas. Writers will ensure all sentences are structured with a complete thought. ● Adding and adjusting adjectives to create a "showing, not telling" tone. Writers will re-read their writing to ensure all grade-level appropriate words are spelled correctly. Writers will utilize an editing checklist to ensure a grammatically correct finished product.	**Patterns of Power (POP) Grammar Resource:** ● 8.1-8.4 ● 12.2, 12.3 ● 13.1-13.5 **Vocabulary/Key Concepts:** Personal Narrative, Collect, Plan, Generate, Draft, Conference, Edit, Revise, Minilesson, Dialogue, Small moment, Inner Thinking, Stamina, Checklist, Feedback
End of Unit Celebration Writers work with partners and share their writing.	**End of Unit Celebration** Writers points to their writing as they share their stories and ideas with a partner. Writers tell each other what they like about their and others' stories.	**End of Unit Celebration** Celebrate by inviting students to visit each other's writing through a compliment gallery walk. Ask students to self-reflect, identifying specific strategies they used for a purpose.

Grade 3 Writing **Unit 2- The Art of Information Writing**	**TIMELINE** **November-December**
STANDARDS **Language:** L.WF.3.2, L.WF.3.3, L.KL.3.1, L.VL.3.2, L.VI.3.3 **Writing:** W.IW.3.2, W.WP.3.4, W.WR.3.5, W.SE.3.6, W.RW.3.7 **Reading:** RI.CR.3.1, RI.CI.3.2, RI. MF.3.6, RI.CT.3.8 **Speaking & Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6	
ESSENTIAL QUESTIONS ● How can questions guide reading and writing? ● How can we teach others about a topic? ● How can mentor texts help us write our own information texts?	**ENDURING UNDERSTANDINGS / UNIT GOALS** ● Writers study mentor texts to support writing development. ● Writing informational text is a way of teaching others.

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- How do we develop strong partnerships through writing?

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- Writers structure and craft their writing in a way that helps readers understand.
- Writers choose expert vocabulary to teach others and support with text features to support others' understanding.
- Writers apply appropriate conventions to present their information clearly and concisely to their audience.

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REQUIRED SOURCES

<u>Professional Texts</u>

- *Heinemann Teacher's College Units of Study (UOS) Units of Study Grade 3 Unit 2- The Art of Information Writing* by Lucy Calkins
- *The Writing Strategies Book (WSB)* by Jennifer Serravallo

<u>Mentor Texts/Read Alouds</u>

- *How Many Ways Can You Catch a Fly?* By Steve Jenkins
- *Any Scholastic Q & A series* by Melvin and Gilda Berger

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SUPPLEMENTAL MATERIALS

<u>Professional Texts</u>

- *Powers of Patterns (POP)* by Jeff Anderson with Whitney La Rocca

<u>Additional Mentor Texts/Read Alouds</u>

- *How Did That Get in My Lunchbox?* By Chris Butterworth
- *Deadliest Animals* by Melissa Stewart

Suggested Websites:

Wonderopolis
Student Interactives
Old Farmer's Almanac for Kids
Epic! Books

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ACCOMMODATIONS AND MODIFICATIONS

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Multilingual Learners
In addition to any 504 accommodations and modifications:
<u>Accommodations:</u>

- Visual Supports and Cues
- Pre-teaching vocabulary
- Building background knowledge prior to unit study
- Writing prompts
- Graphic organizers
- Simplify language
- Bilingual dictionary
- Allow assistive technology devices (speech-to-text) and translation tools

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Special Education
In addition to all IEP accommodations and modifications:
<u>Accommodations:</u>

- Shared writing and modeling.
- Break down of writing tasks into smaller units
- Graphic organizers for brainstorming, planning, and organizing
- Assisted note-taking and writing samples
- Picture support
- Sentence starters
- Partner writing
- Frequent writing conferences
- Extended time

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At-Risk of Failure
In addition to any 504 accommodations and modifications:
<u>Accommodations:</u>

- Graphic organizers for brainstorming, planning, and organizing
- Share writing/ partner collaboration
- Frequent writing check-ins/ conferencing
- Writing samples and assisted note-taking
- Sentence starters

<u>Modifications:</u>

- Text frames/cloze sentences
- Assess appropriately

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Gifted and Talented
In addition to any 504 accommodations and modifications:
<u>Accommodations:</u>

- Enrich ways in which writing is presented
- Allow writing to be completed at own pace
- Provide tiered writing assignments
- Peer collaboration
- Inquiry-based writing

<u>Modifications:</u>

- Accelerated writing unit
- Mentorship opportunities
- Creating projects

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• Pair student with a buddy • Allow for extended writing time <u>Modifications:</u> • Reduce the amount of required writing • Provide alternative writing opportunities such as verbal response • Assess appropriately	<u>Modifications:</u> • Shortened writing tasks/ decrease complexity • Provide alternative writing opportunities such as verbal response • Text frames/ cloze sentences • Allow invented spelling • Assess appropriately		based on writing • Assess appropriately

Unit 2 **The Art of Information Writing**	**TIMELINE** **November-December**	
GOAL	**TEACHING POINT (Objective) / SUGGESTED ACTIVITIES**	**TEACHER RESOURCES / NOTES**
<u>Immersion Phase</u> **Goal One:** Writers study mentor texts to support writing development.	**<u>Immersion Phase (1-2 weeks)</u>** Read Aloud/Mentor Text Author Study: • Study mentor texts for ways to open an information book • Compare ways to organize nonfiction for engagement • Notice how authors use expert vocabulary to inform • Analyze how writers change their voice from storytelling to teacher. Explore informational texts- stop & jot student noticings. • Bring attention to ○ Main Ideas and supporting details ○ Expert vocabulary ○ Text structure and features ○ Necessary details ○ Author's voice ○ Conventions	**<u>Immersion Phase Resources/ Suggested Activities:</u>** *Heinemann Teacher's College Units of Study (UOS) Units of Study Unit 2* by Lucy Calkins Correlation: - UoS- Grade 3: Bend I: Session 3- New Structures Lead to New Thinking - UoS- Grade 3: Bend I: Session 5- Organization Matters in Texts Large and Small - UoS- Grade 3: Bend II: Session 6- Studying Mentor Texts *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: • 6.16
<u>Workshop Phase</u>	**<u>Workshop Phase</u>**	**<u>Workshop Phase Resources/ Suggested Activities:</u>**

Goal Two: Writing informational text is a way of teaching others. **Goal Three:** Writers structure and craft their writing in a way that helps readers understand. **Goal Four:** Writers choose expert vocabulary to teach others and support with text features to support others' understanding. **Goal Five:** Writers apply appropriate conventions to present their information clearly and concisely to	Writers consider what they have prior background knowledge on and generate topic ideas. ● Make a list of topics they know much about and could teach others ○ A group they are involved with. ○ Somewhere they often go. ○ An activity they participate in often. ● Choose one topic and create "boxes and bullets." Generate questions based on bulleted information. Students think of ways they can organize their expertise into informational chapters. ● Retell facts and details in a new way. ● Organize the details of their subjects into chapters. ● Be sure there is enough content for each chapter. ● Apply text features. ● Construct a table of contents, glossary, and reference page. Students think about text structures as a way to organize their drafts. ● Chronological/sequence, problem/solution, compare/contrast, cause/effect, and description. Students elaborate on background knowledge by: ● Researching a topic across multiple resources (print and digital). ● Synthesize information to find what fits into headings and subheadings. ● Write with a "teacher voice" using domain-specific vocabulary. Students reread drafts to reflect on: ● Logical sequencing ● Amount of content per chapter ● What text feature will help my reader best understand what I am trying to convey Students review how to write strong paragraphs. ● Hamburger paragraph: Introduction/Topic sentence, internal/supporting information, and conclusion.	*Heinemann Teacher's College Units of Study (UOS) Units of Study Unit 2* by Lucy Calkins Correlation: ● UoS- Grade 3: Bend II: Session 11- Creating Introductions through Researching Mentor Texts ● UoS- Grade 3: Bend III: Session 14- Using Text Features ● UoS- Grade 3: Bend III: Session 16- Punctuating with Paragraphs ● UoS- Grade 3: Bend IV: Session 19-Crafting Speeches, Articles, or Brochures using Informational writing skills *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 5.10, 5.14, 5.20, 5.22, 6.22, 7.2 **<u>Focus Activities/Notes:</u>** ● Apply *Information Writing* checklist. ● Utilize the "Boxes and Bullets" graphic organizer. ● Review the main idea and details. ● Find common themes across texts. ● Model the basic works cited page and discuss plagiarism. **<u>Suggested Anchor Charts: (See Units of Study Unit 2)</u>** Suggested UOS anchor charts: (Chart is accessible in the online resources for the UOS at Heinemann Resources)

their audience.	● Elaborate sentences using coordinating and subordinating conjunctions and creating compound sentences. ● Review transitional words/phrases and how to vary these throughout writing pieces. ○ *The first, second, etc.* ○ *Also,* ○ *For example,* ○ *In addition,* ○ *Furthermore,* ○ *On the other hand,* ○ *To conclude,*	- Information Writers Try Different Structures on for Size - Elaborate Like a Pro, Study Mentor Texts as You Go! - Teaching Moves That Information Writers Should Borrow - Parts of a paragraph- hamburger paragraph **Patterns of Power Grammar Resource:** 17.2- 17.6 18.1- 18.4 **<u>Vocabulary/Key Concepts:</u>** Synthesize, text features, Table of Contents, Glossary, headings, caption, Index, topic sentence, supporting details, main idea.
<u>End of Unit Celebration</u> Writers work with partners and share their writing.	**<u>End of Unit Celebration</u>** Writers publish their informational books and present their expert pieces.	**<u>End of Unit Celebration</u>** It is up to the teacher to decide how these informational writings are published and shared.

Grade 3 Writing **Unit 3- Baby Literary Essay**	**TIMELINE** **January/February**
STANDARDS **Language:** L.WF.3.2, L.WF.3.3, L.KL.3.1, L.VL.3.2, L.VI.3.3 **Writing:** W. AW.3.1, W.WP.3.4, W.WR.3.5, W.SE.3.6, W.RW.3.7 **Reading:** RL.CR.3.1, RL.CI.3.2, RL.MF.3.6, RL.CT.3.8 **Speaking & Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6	
ESSENTIAL QUESTIONS ● What are some methods to connect to a text we have read? ● What is the focus of my connection, and how can we prove my ideas with text evidence? ● How can we choose precise details from the text? ● How can we focus on something the author did to make the text special?	**ENDURING UNDERSTANDINGS / UNIT GOALS** ● Expert authors follow a process to accomplish their writing. ● Writers gather ideas from literature. ● Writers pay close attention to character actions, changes, and life lessons in their stories. ● Writers create a claim they can support about a story character.

	• Writers draft their essays to support a claim by using specific supporting details. • Conferencing your writing is a strategy used to improve.
REQUIRED SOURCES **Professional Texts** • *Heinemann Teacher's College Units of Study (UOS) Units of Study Grade 3 If.. Then… Unit pgs. 43-68* by Lucy Calkins • *The Writing Strategies Book (WSB)* by Jennifer Serravallo **Mentor Texts/Read Alouds** • *Ish* by Peter Reynolds • *Goggles* by Ezra Jack Keats • A Chair for my Mother by Vera B. Williams • *The Old Woman Who Named Things* by Cynthia Rylant • *Those Shoes by* Maribeth Boelts • *A Bike like Sergios by* Maribeth Boelts	**SUPPLEMENTAL MATERIALS** **Professional Texts** • *Powers of Patterns (POP)* by Jeff Anderson with Whitney La Rocca **Additional Mentor Texts/Read Alouds** • *Each Kindness by* Jacqueline Woodson • *The Invisible Boy by* Trudy Ludwig • *Stone Soup by* Jon J Muth (AAPI standard connection) • *The Tree in the Courtyard* by Jeff Gottesfeld (Holocaust standard connection) • *My Brother Martin* by Christine King Farris (Amistaad standard connection) **Suggested Websites:** Heinemann Student Samples Lucy Calkins One Page Literary Essay Samples Short Stories with Compelling Themes THE-MEssage

ACCOMMODATIONS AND MODIFICATIONS

Multilingual Learners	**Special Education**	**At-Risk of Failure**	**Gifted and Talented**
In addition to any 504 accommodations and modifications: Accommodations: • Visual Supports and Cues • Pre-teaching vocabulary • Building background knowledge prior to unit study • Writing prompts • Graphic organizers • Simplify language • Bilingual dictionary • Allow assistive	In addition to all IEP accommodations and modifications: Accommodations: • Shared writing and modeling. • Break down of writing tasks into smaller units • Graphic organizers for brainstorming, planning, and organizing • Assisted note-taking and writing samples • Picture support • Sentence starters	In addition to any 504 accommodations and modifications: Accommodations: • Graphic organizers for brainstorming, planning, and organizing • Share writing/ partner collaboration • Frequent writing check-ins/ conferencing • Writing samples and assisted note-taking • Sentence starters Modifications:	In addition to any 504 accommodations and modifications: Accommodations: • Enrich ways in which writing is presented • Allow writing to be completed at own pace • Provide tiered writing assignments • Peer collaboration • Inquiry-based writing Modifications: • Accelerated writing

technology devices (speech-to-text) and translation tools ● Pair student with a buddy ● Allow for extended writing time <u>Modifications:</u> ● Reduce the amount of required writing ● Provide alternative writing opportunities such as verbal response ● Assess appropriately	● Partner writing ● Frequent writing conferences ● Extended time <u>Modifications:</u> ● Shortened writing tasks/ decrease complexity ● Provide alternative writing opportunities such as verbal response ● Text frames/ cloze sentences ● Allow invented spelling ● Assess appropriately	● Text frames/cloze sentences ● Assess appropriately	unit ● Mentorship opportunities ● Creating projects based on writing ● Assess appropriately

Unit 3 **Baby Literary Essay**	**TIMELINE** **January-February**	
GOAL	**TEACHING POINT (Objective) / SUGGESTED ACTIVITIES**	**TEACHER RESOURCES / NOTES**
<u>Immersion Phase</u> **Goal One:** Expert authors follow a process to accomplish their writing. **Goal Two:** Writers gather ideas from literature.	**<u>Immersion Phase (1-2 weeks)</u>** **Read Aloud/Mentor Text Author Study:** ● Read with meaning to develop a deeper understanding of writing. ● Students listen to text with different perspectives. ● Teacher models identifying a theme and how to support it with character actions. ● Writers explore characters' actions, thoughts, and dialogue throughout literature. **Shared Writing:** A suggestion for this unit is to help provide students with the necessary guidance, as a literature essay can	**<u>Immersion Phase Resources/ Suggested Activities:</u>** ● It is up to the teacher to decide how to navigate this writing unit in terms of how they wish their students to respond to literature. *Short stories, mentor texts, picture books, and independent novels are commonly used when writing these essays. *Heinemann Teacher's College*

	often present many challenges. ● Using mentor text/ picture book: ○ Teacher and students will brainstorm possible themes (*friendship, courage, family, belonging, growing up, loss…)* ● Using boxes and bullets, the class will create a claim (also known as a thesis statement) and bullet points of character support. ● Class builds literature essay by "sharing the pen."	*Units of Study (UOS) Units of Study If.. Then… Unit pgs. 43-68* by Lucy Calkins Correlation: - Bend I- Close Reading to Generate Ideas About Literature *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 3.15
<u>Workshop Phase</u> **Goal Three:** Writers pay close attention to character actions, changes, and life lessons in their stories. **Goal Four:** Writers create a claim they can support about a story character. **Goal Five:** Writers draft their essays to support a claim by using specific supporting details.	**<u>Workshop Phase</u>** Writers collect ideas about their characters by taking stop and jot notes on: ● Character traits ● Character motivations ● Character actions (problem/solution) ● Character dialogue ● Character adaption- *How does the character change across the text?* Writers collect their character insights by creating a list in their writers' notebooks. ● Some insights may include: ○ *What life lesson did my character learn?* ○ *How did my character react to obstacles?* ○ *Did my character react in a distinctive way?* Writers use their character lists to generate a strong claim asking: ● How does my character change across the text? ● Does my character learn any lessons or come to any realizations? ● Are there obstacles that my character faces? How do they react? Writers identify specific examples from the text to support their claim by revisiting the text. ● Gather quotes with page numbers to best support their point of view. ○ *With these lines, we see…*	**<u>Workshop Phase Resources/ Suggested Activities:</u>** *Heinemann Teacher's College Units of Study (UOS) Units of Study If.. Then… Unit pgs. 43-68* by Lucy Calkins Correlation: ● Bend II- Support and Craft the Arguments ● Bend III- Draft and Revise Essays and Increase Independence *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 4.16, 4.18, 5.7, 5.18, 7.18 **<u>Suggested Anchor Charts: (See Units of Study)</u>** Suggested UOS anchor charts: (Chart is accessible in the online resources for the UOS at Heinemann Resources) - What we notice about essays - We can make a claim by… (Theme, Character Traits, Lesson learned..) - T-Chart (claims/evidence) **Focus Activities/Notes:**

	○ *The author shows that…* ○ *On page ___, we notice…* Writers expand on their ideas by talking with writing partners, rereading parts of the text, and elaborating with transitional phrases such as: ● *This is important because…* ● *This makes me realize that…* ● *The reason for this is…* Writers organize their drafts by creating paragraphs with supporting details. ● Using their boxes and bullets strategy, writers can make sure each bullet point has supporting evidence to create a complete paragraph. ● Retell story parts with an opinion point of view. ● Conclude by restating the claim in a new way.	● An important extension to consider is comparing characters and common themes from two texts. This is often a state-tested skill. ● Place focus on the difference between external/internal character traits.
Goal Six: Conferencing your writing is a strategy used to improve.	Writers check for clarity by rereading their drafts with partners and teacher conferencing. ● Edit writing for correct conventions. ● Apply appropriate verb tenses- past, present, future. ● Use apostrophes for possession. ● Check ending punctuation.	**Powers of Pattern (POP)** **Grammar Resource:** 6.3, 6.5 8.1 9.1, 9.2 **Vocabulary/Key Concepts:** thesis, claim, evidence, boxes and bullets, elaborate, argument, body, conclusion, theme
<u>End of Unit Celebration</u> Writers work with partners and share their writing.	**<u>End of Unit Celebration</u>** ● Writers annotate work to show areas where they worked toward their goal. ● Writers publish (print or digitally) and collect classmate compliments.	**<u>End of Unit Celebration</u>** Students may participate in a class discussion/debate to demonstrate using claims with support.

Grade 3 Writing **Unit 4- Research to Write**	**TIMELINE** **March-April**

STANDARDS

Language: L.WF.3.2, L.WF.3.3, L.KL.3.1, L.VL.3.2, L.VI.3.3

Writing:W.IW.3.2, W.WP.3.4, W.WR.3.5, W.SE.3.6, W.RW.3.7

Reading: RI.CR.3.1, RI.CI.3.2, RI. MF.3.6, RI.CT.3.8

Speaking & Listening: SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6

ESSENTIAL QUESTIONS

- How can we teach others so that they understand and are engaged?
- How can we raise the level of information writing through strong elaboration and a variety of text structures?
- How do writers use questioning to research a topic?
- How can writers collaborate to develop a meaningful presentation?

ENDURING UNDERSTANDINGS / UNIT GOALS

- Research is developed through collaboration with others.
- Research is cross-curricular.
- Researchers transcribe based on inquiries.
- Researchers use many sources to gain information about topics and subtopics.
- Researchers draft in an objective tone.
- Researchers apply appropriate conventions to present their information clearly and concisely to their audience.

REQUIRED SOURCES

Professional Texts

- *Heinemann Teacher's College Units of Study (UOS):*
  - UoS Grade 3 Unit 2- The Art of Information Writing
  - UoS Reading Unit 4: Research Clubs: Elephants, Penguins, & Frogs. Oh My! by Lucy Calkins
- *The Writing Strategies Book (WSB)* by Jennifer Serravallo

Mentor Texts/Read Alouds

- Any Informational magazines such as:
  - *Highlights* by Highlights for Children
  - *Spider* by Cricket Media
  - *ChickaDee* by Owlkids
  - *ChopChop* by ChopChop Family
  - *Jack and Jill* by U.S. Kids
  - *Sports Illustrated Kids* by Sports Illustrated
  - *National Geographic for Kids* by National Geographic
  - *Honest History* by Honest History

SUPPLEMENTAL MATERIALS

Professional Texts

- *Powers of Patterns (POP)* by Jeff Anderson with Whitney La Rocca

Additional Mentor Texts/Read Alouds

- Science & Social Studies content readers
- *The Story of the Amistad Book* by Emma Gelders Sterne

Suggested Websites:

- Kiddle search engine
- Scholastic Kids Press
- NewsELA
- Brainpop!
- Epic! Books

For presentation/public speaking guidance:

- Rebecca Chang
- Richard Turere
- PBS NewsHour Classroom- *Higher-Level Conten*t

Climate Change Integration Opportunity

	Example: Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.

ACCOMMODATIONS AND MODIFICATIONS

Multilingual Learners	**Special Education**	**At-Risk of Failure**	**Gifted and Talented**
In addition to any 504 accommodations and modifications: <u>Accommodations:</u> ● Visual Supports and Cues ● Pre-teaching vocabulary ● Building background knowledge prior to unit study ● Writing prompts ● Graphic organizers ● Simplify language ● Bilingual dictionary ● Allow assistive technology devices (speech-to-text) and translation tools ● Pair student with a buddy ● Allow for extended writing time <u>Modifications:</u> ● Reduce the amount of required writing ● Provide alternative writing opportunities such as verbal response ● Assess appropriately	In addition to all IEP accommodations and modifications: <u>Accommodations:</u> ● Shared writing and modeling. ● Break down of writing tasks into smaller units ● Graphic organizers for brainstorming, planning, and organizing ● Assisted note-taking and writing samples ● Picture support ● Sentence starters ● Partner writing ● Frequent writing conferences ● Extended time <u>Modifications:</u> ● Shortened writing tasks/ decrease complexity ● Provide alternative writing opportunities such as verbal response ● Text frames/ cloze sentences ● Allow invented spelling ● Assess appropriately	In addition to any 504 accommodations and modifications: <u>Accommodations:</u> ● Graphic organizers for brainstorming, planning, and organizing ● Share writing/ partner collaboration ● Frequent writing check-ins/ conferencing ● Writing samples and assisted note-taking ● Sentence starters <u>Modifications:</u> ● Text frames/cloze sentences ● Assess appropriately	In addition to any 504 accommodations and modifications: <u>Accommodations:</u> ● Enrich ways in which writing is presented ● Allow writing to be completed at own pace ● Provide tiered writing assignments ● Peer collaboration ● Inquiry-based writing <u>Modifications:</u> ● Accelerated writing unit ● Mentorship opportunities ● Creating projects based on writing ● Assess appropriately

Unit 4- Research to Write		
GOAL	**TEACHING POINT (Objective) / SUGGESTED ACTIVITIES**	**TEACHER RESOURCES / NOTES**
<u>Immersion Phase</u>	**<u>Immersion Phase (1-2 weeks)</u>**	**<u>Immersion Phase</u>**

Goal One: Research is developed through collaboration with others. **Goal Two:** Research is cross-curricular.	Read Aloud/Mentor Text Author Study: ● Listen to mentor texts with the guiding question, *"What has the author done that I could try as well?"* ● Analyze a variety of magazine types (travel, cooking, crafts…) ● Analyzing magazines and newspaper articles jotting down noticings: ○ Text structure ○ Graphics ○ Main idea and supporting details ○ Expert vocabulary Introduce jobs and responsibilities of a collaborative magazine: *writers, editors, publishers, and market researchers.* Questions to guide the research: What does credibility mean? Who are credible characters we have learned about? ● Lead into demonstrating how to prove if a source is credible. Develop magazine teams and begin topic brainstorming. ● Topics can include but are not limited to ○ Mathematics/Science- Coding, Biology, environmental, space… ○ Social Studies- geography, economics, natural resources, history, democracy… ○ Entertainment- travel/leisure, cooking, sports… ○ Biographical	**Resources/ Suggested Activities:** *Heinemann Teacher's College Units of Study (UOS) Units of Study Correlation:* ● Revisit UoS Grade 3 Unit 2- The Art of Information Writing ● Reference: UoS Reading Unit 4: Research Clubs: Elephants, Penguins, & Frogs. Oh My! *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 3.29, 3.33, 5.2, 5.5
Workshop Phase **Goal Three:** Researchers transcribe based on inquiries.	**Workshop Phase** Researchers begin to create a collaborative note-taking system by: ● Thinking about their audience- *what would be interesting and gain readers' attention?* ● Collect Ideas and topics to explore by considering background knowledge	**Workshop Phase Resources/ Suggested Activities:** *Heinemann Teacher's College Units of Study (UOS) Units of Study Units 2 and Unit 4* by Lucy Calkins Correlation: ● Revisit UoS Grade 3 Unit 2- The Art of Information Writing

	○ Create a chart with what your team already knows and what remains a wonder. ● Discuss what would be meaningful information to convey. ● Generate questions through formal and informal inquiry. ● Student-created graphic organizer to assist in note-taking.	● Reference: UoS Reading Unit 4: Research Clubs: Elephants, Penguins, & Frogs. Oh My! *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 2.9, 3.30, 5.20, 5.21, 5.22, 6.18
Goal Three: Researchers use many sources to gain information about topics and subtopics.	With teacher guidance, researchers will locate credible sources- safe places to find information. ● Reference sources and properly cite those sources. ● Effectively use a dictionary and encyclopedia ● Take notes on information and sort these notes into subtopics. ● Generate headings and subheadings ● Recognize the difference between paraphrasing and plagiarism	**<u>Suggested Anchor Charts: (See Units of Study)</u>** Suggested UOS anchor charts: (Chart is accessible in the online resources for the UOS at Heinemann Resources) ● Hooking your reader ● I notice… I see…. ● Boxes and Bullets ● Text structures: cause/effect, compare/contrast, problem/solution, sequential, chronological.
Goal Four: Researchers draft in an objective tone.	Researchers organize gathered information into ways that best teach their audience. ● Prioritize their information- What is essential? What are the best parts to include? ● Determining what text structure is best and elaborating within that structure. Writers elaborate on details by including factual information as well as their own thinking. ● Using prompts to elaborate: ○ This is important because… ○ This is connected to… ○	**Powers of Pattern (POP) Grammar Resource:** 5.2, 5.3 8.1 20.1- 20.5 **<u>Vocabulary/Key Concepts:</u>** article, digital, print, cite, note-taking, source, paraphrase, text structures, heading, subheading, compound/complex sentences
Goal Five: Researchers apply appropriate conventions to present their information clearly and concisely to their audience.	Researchers revise and edit their work through collaboration. ● Partners help by telling one another where to add more details. ● Partners help each other by checking appropriate punctuation. ● Partners help each other by checking for misspelled words. ● Teachers conference with research groups focusing on:	

	○ Correct usage of proper nouns ○ Compound/Complex sentences ○ Comma usage	
End of Unit Celebration Writers collaborate with research teams and share their writing.	**End of Unit Celebration** ● Publish and present findings through interactive tools.	**End of Unit Celebration** Research teams collaborate to produce an informational classroom magazine. Teachers decide how they wish their students to publish and present their magazines.

Grade 3 Writing **Unit 5- Once Upon a Time**	**TIMELINE** **May-June**
STANDARDS **Language:** L.WF.3.2, L.WF.3.3, L.KL.3.1, L.VL.3.2, L.VI.3.3 **Writing:** W.NW.3.3, W.WP.3.4, W.SE.3.6, W.RW.3.7 **Reading:** RL.CR.3.1, RL.CI.3.2, RL.MF.3.6, RL.CT.3.8 **Speaking & Listening:** SL.PE.3.1, SL.II.3.2, SL.ES.3.3, SL.PI.3.4, SL.UM.3.5, SL.AS.3.6	
ESSENTIAL QUESTIONS ● How do writers use structures and patterns to tell their tales? ● How can we adapt a classic fairy tale to make it original? ● What literary elements can we use to write an original fairy tale? ● What elements do fairy tales include that help to make them flow?	**ENDURING UNDERSTANDINGS / UNIT GOALS** ● Fiction writing requires imagination and creativity. ● Fiction is a type of writing that has specific elements. ● Writers create an adaptation of a traditional tale by modifying a story element. ● Writers use a narrative voice to tell their story. ● Writers edit their fairy tales using proper conventions addressing writing mechanics, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.
REQUIRED SOURCES **Professional Texts** ● *Heinemann Teacher's College Units of Study (UOS)* UoS Grade 3 *Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales* ● *The Writing Strategies Book (WSB)* by Jennifer Serravallo **Mentor Texts/Read Alouds** **Classic Tales:** - *Cinderella* - *Three Billy Goats Gruff*	**SUPPLEMENTAL MATERIALS** **Professional Texts** ● *Powers of Patterns (POP)* by Jeff Anderson with Whitney La Rocca **Additional Mentor Texts/Read Alouds** - *Prince Cinders* by Babette Cole - *The Three Billy Goats Fluff* by Rachael Mortimer - *Ninja Red Riding Hood* by Corey Rosen Schwartz - *Stone Soup by* Jon J Muth (AAPI standard connection)

- *Little Red Riding Hood* - *The Three Little Pigs* **Adaptation Tales:** - *The True Story of the Three Little Pigs* by Jon Scieszka	**Suggested Websites:** Fresh Take on Classic Tales Epic! Books Fractured Fairy Tale Example: The Three Little Super Pigs by Claire Evans Fractured Fairy Tale Example: After the Fall: How Humpty Dumpty Got Back Up Again by Dan Santat

ACCOMMODATIONS AND MODIFICATIONS

Multilingual Learners
In addition to any 504 accommodations and modifications:

Accommodations:
- Visual Supports and Cues
- Pre-teaching vocabulary
- Building background knowledge prior to unit study
- Writing prompts
- Graphic organizers
- Simplify language
- Bilingual dictionary
- Allow assistive technology devices (speech-to-text) and translation tools
- Pair student with a buddy
- Allow for extended writing time

Modifications:
- Reduce the amount of required writing
- Provide alternative writing opportunities such as verbal response
- Assess appropriately

Special Education
In addition to all IEP accommodations and modifications:

Accommodations:
- Shared writing and modeling.
- Break down of writing tasks into smaller units
- Graphic organizers for brainstorming, planning, and organizing
- Assisted note-taking and writing samples
- Picture support
- Sentence starters
- Partner writing
- Frequent writing conferences
- Extended time

Modifications:
- Shortened writing tasks/ decrease complexity
- Provide alternative writing opportunities such as verbal response
- Text frames/ cloze sentences
- Allow invented spelling
- Assess appropriately

At-Risk of Failure
In addition to any 504 accommodations and modifications:

Accommodations:
- Graphic organizers for brainstorming, planning, and organizing
- Share writing/ partner collaboration
- Frequent writing check-ins/ conferencing
- Writing samples and assisted note-taking
- Sentence starters

Modifications:
- Text frames/cloze sentences
- Assess appropriately

Gifted and Talented
In addition to any 504 accommodations and modifications:

Accommodations:
- Enrich ways in which writing is presented
- Allow writing to be completed at own pace
- Provide tiered writing assignments
- Peer collaboration
- Inquiry-based writing

Modifications:
- Accelerated writing unit
- Mentorship opportunities
- Creating projects based on writing
- Assess appropriately

Unit 5 **Once Upon a Time**	**TIMELINE** **May-June**	
GOAL	**TEACHING POINT (Objective) / SUGGESTED ACTIVITIES**	**TEACHER RESOURCES / NOTES**
<u>Immersion Phase</u> **Goal One:** Fiction writing requires imagination and creativity. **Goal Two:** Fiction is a type of writing that has specific elements.	**<u>Immersion Phase (1-2 weeks)</u>** **<u>Read Aloud/Mentor Text Author Study:</u>** Introduce Folktales genre ● Fables, Myths, Tall Tales, Fairy Tales, & Legends Focus on specific elements Fairy Tales include. ● Chart elements of classic fairy tales ○ Characters, setting, good vs. evil, magical elements, problem/solution, lesson learned. **Shared Writing:** During this time, model a classic fairy tale twist by "sharing the pen" with students changing one element of the fairy tale (a character's personality, setting, or a different resolution). ● Discuss how the class creates a new version with this one change. ● Brainstorm and chart what changes can occur in other classic fairy tales.	**<u>Immersion Phase Resources/ Suggested Activities:</u>** Studying classic fairy tales before discussing adaptations is essential during immersion. *Heinemann Teacher's College Units of Study (UOS) Units of Study Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales Correlation:* ● UoS- Grade 3: Bend I: Session 1- Adapting Fairy Tales *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: ● 2.17
<u>Workshop Phase</u> **Goal Three:** Writers create an adaptation of a traditional tale by modifying a story element. **Goal Four:** Writers use a narrative voice to tell their story.	**<u>Workshop Phase</u>** Writers guide fairy tale twists by asking: ● "What would I most like to change?" ● "How will this change affect other parts of my story?" Writers plan and draft their fairy tales by: ● Sequence story events coherently. ● Apply common fairy tale language, *e.g., Once upon a time, In a land far, far away…* ● "Show, not tell" the reader story details. ● Include action to enhance drama. ● Painting a picture using figurative language and enhancing their word choices. ○ Similes, metaphors, hyperbole, personification, onomatopoeia, and alliteration. Writers include narration in important ways. ● Use a storyteller's voice to capture their audience.	**<u>Workshop Phase Resources/ Suggested Activities:</u>** *Heinemann Teacher's College Units of Study (UOS) Units of Study Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales* by Lucy Calkins Correlation: ● UoS- Grade 3: Bend I: Session 2- Storytelling, Planning, and Drafting Adaptations of Fairy Tales ● UoS- Grade 3: Bend II: Session 8- Telling Stories that Make Readers Shiver ● UoS- Grade 3: Bend II: Session 9- Revising Early and Often

Goal Five: Writers edit their fairy tales using proper conventions addressing writing mechanics, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.	• Insert dialogue to bring out the characters' personalities. • Narrate to introduce the story, change scene or time. Writers edit their fairy tales by: • Utilizing resources to check the spelling of words. • "Show, not tell"- adding and adjusting adjectives to create a mental movie, • Ensure word choice is varied. • Apply appropriate punctuation. • Vary sentence length and structure.	• UoS- Grade 3: Bend II: Session 10- When Dialogue Swamps Your Draft, Add Actions • UoS- Grade 3: Bend II: Session 11- Painting a Picture with Words *The Writing Strategies Book (WSB) by Jennifer Serravallo* Correlation: • 3.13, 3.25, 5.7, 5.29, 6.9, 6.26, 6.31 **<u>Suggested Anchor Charts: (See Units of Study)</u>** Suggested UOS anchor charts: (Chart is accessible in the online resources for the UOS at Heinemann Resources) • How To Write a Fairy Tale Adaptation (UoS) • Ways Authors Adapt Fairy Tales (UoS) • If I Change… (UoS) • Magic Comes in Many Forms (UoS) • Elements of a Fairy Tale **Powers of Pattern (POP) Grammar Resource:** 13.1-13.5 **<u>Vocabulary/Key Concepts:</u>** adaptations, villain, hero, folklore, traditional tale
<u>End of Unit Celebration</u> Writers publish their original fairy tale and apply writing process strategies.	**<u>End of Unit Celebration</u>** Writers publish their twisted fairy tales using print or digital tools.	**<u>End of Unit Celebration</u>** Students may share their Fairy Tale versions with others who adapted the same classic tale. Teachers may consider a reader's theater- to provide students an opportunity to act out their fairy tales.