

**MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
GRADES 3**

Curriculum Committee:
Julianne Kotcho, Principal
Erica Parke, Fourth Grade Teacher
Theresa McNamara, Fourth Grade Teacher
Diane Barlow, Fourth Grade Teacher
Jenna Peluso, Third Grade Teacher
Laura Gallagher, Third Grade Teacher

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Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive writing instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around essential components of writing such as a central idea; organization; supporting material; expression, word choice, and point of view; and spelling, grammar, and punctuation. Elements of each component are found at each grade level. Writing is the ability to communicate effectively through written language. In society today, the majority of communication is done through written language in the form of email, text messages, and the Internet. Students learn to communicate through writing using a variety of methods - whole group, small group, and individualized instruction. Each grade level utilizes a whole group approach for introducing and modeling an objective/skill which is then practiced using a mentor writing piece. Small group and individualization takes place when students apply the objective/skill to their own writing piece. Through each genre of writing, the students are empowered to effectively communicate their ideas in order to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of writing language to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mendham Township School District
Writing Curriculum
Grade 3

Grade 3 Unit 1: Launching Writing Workshop with Writer's Notebooks

Stage 1: Desired Results

Unit Goals:

- Writers use everything they have learned in previous writing workshops to make third grade writing workshop the best it can be.
- Writers set goals for themselves to improve the quality of their writing.
- Writers write personal narrative entries with independence in their writer's notebooks.
- Writers solve problems on their own to become more independent writers.
- Writers increase writing stamina by writing with vigor in their writer's notebooks.
- Writers continuously edit and revise to produce writing pieces that can be shared with others.

Essential Questions:

- What can writers do to make their writing the best it can be?
- How can writers be independent problem solvers during writing workshop?
- How can young writers write with vigor?

Skills/Knowledge:

- Students will be able to write entries in their writer's notebook to collect story ideas.
- Students will be able to write personal narrative stories with a focus on a seed topic.
- Students will be able to identify the seven stages of the writing process.
- Students will be able to independently problem solve during writing workshop.
- Students will be able to use several strategies for generating writing topics.
- Students will be able to differentiate between a watermelon topic and a seed topic.
- Students will be able to use several strategies for rehearsing their stories prior to drafting.
- Students will be able to unfold their stories bit-by-bit to include many details when drafting.
- Students will be able to use several strategies to revise their stories so that their writing includes different types of detail.
- Students will be able to edit their writing using "editing lenses" that focus on specific grammar skills, such as capitalization, punctuation, and spelling.
- Students will be able to effectively participate in writing conferences with a writing expert.

NJ Student Learning Standards for ELA:

W.3. 3, 4, 5, 6, 10

SL.3 1, 3, 4, 6

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Pre-Process:

1. Writers get ready to write by setting up places and tools that will make it easy for them to write well. Writers think..."What have I seen or done in other years that really made writing work for me? What can I do this year to make writing work really well?"
2. Writers make New Year's resolutions by thinking about the kind of writing they want to make and set goals for themselves to write in the ways they imagine (*Crafting*, ML 1).
3. Writers study personal narratives and record noticings about the genre/Writers focus their writing on the seed of the story as opposed to writing a watermelon story.

Collecting:

1. Writers are collectors of stories. They generate many ideas in their writer's notebooks and write longer about some of them (idea vs. entry). *Mid-workshop interruption:* Writers never just sit there, they always keep writing. Writers need to be independent problem solvers in their own writing process (introduce chart of strategies to try when they think they are done).
2. Writers write personal narrative entries with independence by using various strategies to generate topics in their writer's notebooks remembering small moments with people, places, and things..
3. Writers zoom in on small episodes telling the parts of the story that matter (watermelon vs. seed). *Mid-workshop interruption:* Another strategy for generating story ideas is to break apart a watermelon experience into seeds.
4. Writers don't wait to edit; they take a minute as they write to make sure their writing is as clear as possible for their readers (*Crafting True Stories*, ML 6)/Writers increase writing stamina by writing with vigor in their writer's notebooks.

Rehearsing:

1. Writers rehearse their stories by making a movie in their mind and planning the details. They use a variety of strategies to rehearse their stories by...
 - Sketching storyboards
 - Storytelling with a partner (*Crafting*, ML 4)
 - Mini-books
 - Creating storyboards online
 - Timeline

Drafting:

1. Writers unfold their stories bit-by-bit down the page to create a draft (*Have students draft on one side of lined paper and skip lines.*).

Revising:

1. Writers stretch their stories by revising to make sure they have plenty of the four types of details (action, setting, dialogue, internal thoughts). Sometimes writers cut their writing and add more paper to include additional detail.
2. Writers show the important parts of their story rather than just telling them. Sometimes writers need to cut their writing where they need to show not tell in order to add more paper for more words.
3. Writers try on different leads and pick the strongest one for their story.
4. Writers try on different closings and pick the most meaningful one for their story.

Editing (2-3 days):

1. Writers use editing lenses to focus on a specific way to edit their pieces, such as...
 - Checking spelling
 - Making sure each sentence ends with a punctuation mark
 - Making sure each sentence begins with a capital letter

Publishing:

1. Writers format a heading at the top of their published piece (Name, Date, Genre, Title)...*see PowerPoint slide.*
2. Writers publish their pieces by moving through all the pieces of their draft slowly and combining them into one. Final copies of their writing will be typed using Chromebooks.

Celebrating:

1. Writers share their writing pieces with the community and provide positive feedback to other writers (*use the charts around the room to write comments*).

Suggested Anchor Charts:

- *Writing Workshop Routines/Expectations* (teacher-created with class; to stay up for the first few units)
- *What Third Grade Notebook Writers Do/Don't Do* (Crafting True Stories, pg. 9; to stay up for the first few units)
- *The Hard Parts of Writing* (Crafting True Stories, pg. 30; to stay up all year)
- *When I Run Out of Gas as a Writer, I Can...* (Crafting True Stories, pg. 31; to stay up all year)
- *Editing Checklist* (Crafting True Stories, pg. 163; to stay up all year as a reference)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

Crafting True Stories, *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

A Curricular Plan for the Writing Workshop, Grade 3: Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Interdisciplinary Connections

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 3 Unit 2: Crafting True Stories

Stage 1: Desired Results

Unit Goals:

- Writers select meaningful topics to write about and share with others.
- Writers elaborate their writing by stretching out the hearts of their stories so readers know the true meaning of their stories.
- Writers paint with words by embedding figurative language into their writing (similes, metaphors, and onomatopoeia).
- Writers edit their stories using “editing lenses” to focus on specific grammar skills (punctuating dialogue using commas and quotation marks).

Essential Questions:

- How do writers write meaningful stories?
- How do writers make sure readers slow down when reading the hearts of their stories so that the true meanings of the stories are revealed?

Skills/Knowledge:

- Students will be able to look critically at their own writing and set goals for improvement.
- Students will be able to generate story topics more quickly and efficiently using the many strategies taught in writing workshop.
- Students will be able to identify the heart of their stories by creating a story arc prior to drafting.
- Students will be able to include small details into their writing that hold the real meaning of their story.
- Students will be able to use the strategy of *showing, not telling* to elaborate the heart of their stories.
- Students will be able to craft leads that draw their readers in and closings that reflect the true meaning of their stories.
- Students will be able to use a repertoire of editing strategies, including punctuating dialogue, to make their writing the best it can be.
- Students will be able to publish their writing pieces by moving through all the pieces of their draft slowly and combining them into one.

NJ Student Learning Standards for ELA:

W.3. 3, 4, 5, 6, 10

SL.3 1, 3, 4, 6
L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Pre-Process:

1. Writers analyze previous writing pieces and set goals to raise the quality of their narrative writing (kid-friendly writing rubric). (3rd Grade Lesson)
2. Writers continue to set goals for themselves to improve the quality of their writing.

Collecting:

1. Writers continue to write personal narrative entries with independence by holding on to the strategies they have learned about writing along the way.
2. Writers continue to increase writing stamina by writing with vigor in their writer's notebooks.
3. Writers generate story topics by picking a strong emotion and writing about times they felt that way.
4. Writers generate story ideas by thinking about firsts and lasts in their lives.
5. Writers select meaningful seed topics to develop into more detailed stories that eventually get shared with the community

Rehearsing:

1. Writers use their repertoire of rehearsal strategies to stretch their stories (storytelling, storyboards).
2. Writers identify the heart of the story and allow it to drive their writing (*When Sophie Gets Angry* teaches how to identify the heart of the story).
3. Writers use story arcs to determine the heart of their story (*Peter's Chair* models story mountain and teacher models with an example).
4. Writers reflect and write in their notebooks about why they are *really* telling the story (see PowerPoint slide of prompts).
5. Writers include small details that hold the real meaning of their story (add those details to *Peter's Chair* story mountain and teacher models with example). These details show the real meaning.

6. Writers put themselves in the skin of their character (which is them in a different time and place) in order to tell the story as it's unfolding and include all the small details that show the real meaning of their story (story tell to a partner).

Drafting:

1. Writers review the movie in their minds making sure they include all the small details that show the real meaning of their story when drafting on their Chromebooks.
2. Writers spin all they know about narrative writing into their draft.
3. Writers take stock: Pausing to ask, "How am I doing?" (*Crafting*, ML 5)
4. Writers edit as they go: Making sure others scan read their writing. (*Crafting*, ML 6)

Revising:

1. Writers use the four types of details to emphasize thoughts and feelings that match the real meaning behind their stories.
2. Writers show readers the heart of their stories rather than telling them (all parts in the story are not equal; the heart gets more details than the other parts, causing the reader to linger at this point of the story). (*Crafting*, ML 10)
3. Writers paint with words to help them show not tell the heart of their stories (similes, metaphors, onomatopoeia).
4. Writers act out the heart of their story in slow motion to capture the details that reflect the real meaning of the story.
5. Writers try on different leads and pick the strongest one for their story (*Crafting*, ML 7)
6. Writers craft a scene for the closing of their story that reflects the real meaning of their story (*Fireflies*).
7. Writers revisit their goals for improving their personal narratives to be sure that those goals were accomplished in their drafts.

Editing:

1. Writers use their repertoire of editing strategies to make sure their writing is the best it can be. Writers reread their writing through the different editing lenses.
2. Writers also edit through the lens of punctuating dialogue to include commas and quotation marks. (*Crafting*, ML 16)

Publishing:

1. Writers format a heading at the top of their published piece (Name, Date, Genre, Title)...see *PowerPoint slide*.
2. Writers publish their pieces by reading through their writing slowly in the role of a reader.

Celebrating:

1. Writers share their writing with the community and receive praise from their peers.
2. Writers compare their two personal narrative pieces and provide their own positive feedback using the charts around the room.

Suggested Anchor Charts:

Charts up from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1)

New charts for this unit:

- *Qualities of Good Personal Narrative Writing* (4th grade unit - The Arc of Story, pg. 40)
- *Show, Not Tell* (Crafting True Stories, pg. 40; also can use chart in Crafting True Stories, pg. 85)
- *When to Start a New Paragraph* (Crafting True Stories, pg. 105)
- *Dialogue Punctuation* (teacher-created; also can use chart in Crafting True Stories, pg. 141)
- *Parts of Story Mountain* (teacher-created; can also reference Raising the Quality, pg. 129 - *How Stories Tend to Go*)
- *To Write a True Story* (Crafting True Stories, pg. 135)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

When Sophie Gets Angry & Peter's Chair & Fireflies

Crafting True Stories, Grade 3, Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

A Curricular Plan for the Writing Workshop, Grade 3: Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Interdisciplinary Connections

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 3 Unit 3: Literary Essay

Stage 1: Desired Results

Unit Goals:

- Writers become stronger readers by analyzing texts and engaging in close reading experiences.
- Writers analyze characterization, theme, and author's message.
- Writers write in-depth responses about what they read.
- Writers use their own reading responses to create claims for literary essays.
- Writers support their claims/thesis statements using evidence from texts.
- Writers use transitional words and phrases to "unpack" their examples and make their essays fit together logically.
- Writers of literary essays follow a specific essay structure.

Essential Questions:

- What is a literary essay?
- How do readers read closely?
- What are topics for literary essays? (Character Claims, Theme, Author's Message)
- What transitional phrases do writers use when writing essays?
- What are the parts of a literary essay?
- How do writers elaborate and explain evidence?

Skills/Knowledge:

- Students will be able to analyze and closely read texts for characterization, theme, and author's message.
- Students will be able to write structured, in-depth responses to interpret what they read.
- Students will be able to create claims/thesis statements and support those ideas using evidence from texts.
- Students will use transitional phrases to connect paragraphs.
- Students will be able to craft introductory and closing paragraphs.
- Students will use prompts to unpack and extend their thinking to elaborate evidence.

NJ Student Learning Standards for ELA:

W.3 1, 4, 5, 6, 8, 9,10

SL.3. 1-6

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Reading Workshop	Writing Workshop
<ol style="list-style-type: none">1. Readers use strategies/thinking stems/theory machines to uncover what the book is really about or who the characters really are.2. Readers read from inside a story, putting themselves in the character's shoes, and visualizing what the character is seeing, doing, and feeling (Close Reading).3. Readers use writing to help them become wide-awake readers. They notice and mark details that others might pass by, then write their thinking about what they notice (Close Reading).4. Readers ask themselves, "What is the story really about?" and find evidence in the text to support what they think the story is about (Finding the big ideas).5. Readers explain how the characters' words and actions are important to the plots of the stories (Text Evidence).6. Readers analyze the approach the author takes to develop the characters.	<ol style="list-style-type: none">1. Writers understand that they write literary essays to reveal what they think the book is really about (Genre Elements/Noticings/A literary essay tells about a theme or big idea in a book/Rubric overview)2. Essay Boot Camp (Lucy's 4th Grade Boxes and Bullets Unit)3. What are some big ideas readers may have while reading books (What kind of person is the character?, Why is the author writing the story?, What is the author's message?, What is the story's theme?, etc.)4. Writers begin their literary essays by stating the title and author of the text.5. Writers of literary essays state claims about characters, have theories about what the book is really about, and have ideas about the author's message.6. Writers provide reasons and examples (text evidence to support their claims and ideas).7. Writers of literary essays use transitions to allow the paragraphs to flow from one to another.8. Writers of literary essays unpack their examples by elaborating on

<ol style="list-style-type: none"> 7. Readers identify theme and explain how the theme is shown through the characters or speaker of a poem. 8. Readers analyze how the author creates tension in stories. 9. Readers create and develop theories about characters, theme, and text structure. 10. Readers deepen their theories about characters, theme, and text structure using thinking stems. 11. Readers make claims about characters, theme, and text structure. 12. Readers collect types of evidence to help support a claim. They ask, "What section(s) best capture the whole story's meaning?" 13. Readers ask, "What does the character learn in the story?" 14. Readers ask, "How do all elements of the story contribute to the story's message?" 	<ol style="list-style-type: none"> cited evidence (thinking stems). 9. Writers of literary essays stay organized and focused on the structure when writing literary essays. 10. Writers follow the correct conventions for citing text evidence. 11. Writers write detailed introductory paragraphs. 12. Writers write detailed closing paragraphs. <p>*Students alternate between writing flash essays and editing previous essays. Have students create a file on Google Docs titled Literary Essays. Each flash essay will be stored and labeled.</p>
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Suggested Anchor Charts:

Charts from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1)

New charts for this unit:

- *Let's Write an Essay* (4th grade Boxes and Bullets unit, pg. 8)
- *Questions Writers Ask of Earlier Entries* (4th grade Literary Essay, pg. 11)
- *Questions Writers Ask of Texts* (Literary Essay, pg. 12)
- *How to Write a Literary Essay* (Literary Essay, pg.17)
- *Ways to Push Our Thinking* (Literary Essay, pg.28 - take out "I" in prompts)
- *Ways to Bring Quotes Into an Essay* (Literary Essay, pg. 67)
- *Possible Templates that Can Support Thesis Statements for Literary Essays* (Literary Essay, pg. 106 - take out/revise prompts with I/me/my, etc. to keep writing formal)
- *Steps to Writing a Lead* (Literary Essay, pg. 121)

<ul style="list-style-type: none"> • <i>Conclusions</i> (Literary Essay, pg. 126)
<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:</p> <ul style="list-style-type: none"> • The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students. • Assign, assess and modify if necessary to address the specific needs of the learner. • The teacher will individually conference with each student to address specific needs of the writer. • The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.
<p>List of Core Instructional and Supplemental Materials (Various Mentor Texts):</p> <p><i>(Ruby the Copycat, by Peggy Rathman & The Other Side, by Jacqueline Woods).</i></p> <p><u>The Literary Essay, Grade 4: Common Core Reading and Writing Workshop</u>, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013</p> <p><u>A Curricular Plan for the Writing Workshop, Grade 3: Common Core Reading and Writing Workshop</u>, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011</p>

<p>Interdisciplinary Connections</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>Integration of 21st Century Skills and Life and Career Standard</p> <p>CRP1, 2, 4, 6, 8, 11</p>
<p>Integration of the Technology Standard</p> <p>NJSLS.8.1</p>

Grade 3 Unit 4: Informational Writing (Research-Based Essays)

Stage 1: Desired Results

Unit Goals:

- Writers write texts that aim to teach others about topics on which they have expertise.
- Writers rely on various nonfiction text structures to crystallize the organization of their writing.
- Writers revise their writing by learning concrete strategies and using those strategies to lift the level of all the work they have done to date.
- Writers learn newer, more complex revision strategies such as using grammar with meaning and tapping research for elaboration.

Essential Questions:

- How do writers organize and categorize information about a topic to turn it into a piece of writing that clearly teaches readers about the topic?
- How do writers effectively use resources to enhance our informational writing?

Skills/Knowledge:

- Students will be able to organize data on a chosen topic in a way that facilitates structured informational writing.
- Students will be able to use various nonfiction text structures to organize their writing.
- Students will be able to use mentor texts to further elaborate in their informational writing.
- Students will be able to identify and balance the difference between interesting ideas and facts in their writing.
- Students will be able to braid drafting and revising strategies together to emulate authentic writing process of informational writing.

NJ Student Learning Standards for ELA:

W.3.2, 4-8, 10

RI.3.1-5, 7, 8, 10; RF.3.3-4

SL.3.1-4, 6

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

**The purpose of this unit is to expose students to gathering information on a specific topic and transforming that information into a piece of writing meant to teach readers. They will hone their learning in this unit on using the various nonfiction text structures to organize their information and writing and not spend as much time revising their work. In the second informational writing unit they will revisit all of these teaching points and continue on to life the level of their informational writing by exploring more specific revision strategies.*

***Before teaching this unit, have your students choose a topic to write their informational piece about that aims to teach others. Students will be choosing topics on which they have expertise so that they can write with authority, for real audiences. As students choose their topics, you may want to collect various media (books, articles, websites, videos, etc.) on those topics that they can use as resources to research. You can also suggest to them that they seek resources outside the classroom (from home, school library, public library, etc.) and bring them to you for approval as an appropriate source for gathering information.*

Pre-Process:

1. Writers study mentor texts, imagining the writing they will create and paying close attention to ways that published authors entice readers to learn about a topic (Writers study informational texts, record their noticings, and create a class chart of those noticings).
2. Students analyze the informational writing rubric to understand what kind of writing they are doing and the expectations for this genre (3rd Grade Lesson).
3. Writers immerse themselves in reading various texts on their topic and recording their research to become more of an expert on the topic (3rd Grade Lesson; Boxes & Bullets) (2-3 days)

BEND ONE:

1. Writers think of information writers as teachers. You will teach them that information writers organize information as they write, like organizing to teach a course.
2. Writers often brainstorm several different ways to organize their informational writing. You will suggest different ways writers structure subtopics and explain that doing this

is an important part of planning. *In this lesson, you will leave out the part where students are meant to draft their first table of contents, since this is essay writing and not book writing*)

3. Writers consider different organizational structures and allow themselves to think about a topic in new ways. You will guide them through a process of trying to structure their writing in various ways instead of settling immediately on one way. (5 Different NF Text Structures Lesson)
4. Writers of information essays take all the information they have and layer those pieces, one on top of the other, to teach their readers as much as they can about their topics. (drafting lesson).
5. (Skip Lesson 5 in Bend I for this unit - it will come back in the next Info Writing unit)

BEND TWO:

6. Writers understand various strategies to develop their informational essays. You will suggest using mentor texts as a way to learn more about elaboration and help them apply these ideas to their own writing.
7. Writers connect the ideas in their essays using different transitional strategies and phrases. You will suggest that they look to a mentor text for ideas about how best to transition in their own informational essays.
8. Writers learn the art of balancing interesting facts with engaging style. You will highlight revision strategies that encompass both structure and word choice that will enhance their voices in their drafts.
9. Writers are actually researchers and use resources for finding more information to enhance their informational books.
10. Writers revise by looking back on what they have already done, making sure they are carrying all they have learned into their new writing.
11. Writers go through an inquiry process that asks them to consider introduction strategies of mentor texts (introductions and conclusions lesson).

Publishing/Celebrating:

12. Informational writers share their pieces with the school community by publishing them to the class website or posting them to a bulletin board in the hallway.

Suggested Anchor Charts:

Charts from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1)

New charts for this unit:

- *Teaching Moves that Information Writers Should Borrow* (The Art of Information Writing, pg. 10)
- *Strong Tables of Contents* (The Art of Information Writing, pg. 20)
- *Organizing an Informational Text* (The Art of Information Writing, pg. 38)
- *Strong Information Writing* (The Art of Information Writing, pg. 39)
- *Informational Writers Bring Their Writing to Life* (The Art of Information Writing, pg. 67)
- *What Do Our Mentor Authors Do When Writing Powerful Introductions?* (The Art of Information Writing, pg. 86)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

The Art of Information Writing, Grade 3: Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 3 Unit 5: Realistic Fiction Books

Stage 1: Desired Results

Unit Goals:

- Writers create realistic fiction stories by developing setting, characters, problems, and resolutions to support their stories.
- Writers create a progression of small moment scenes that not only tell a sequential, fictional story, but that also reveal the characters' wants and the problems they face in achieving these wants.

Essential Questions:

- What is realistic fiction?
- How do writers write realistic fiction stories?

Skills/Knowledge:

- Students will be able to generate creative ideas for fiction stories.
- Students will be able to develop characters by creating internal and external traits.
- Students will be able to devise motives and struggles for the characters in their stories.
- Students will write scenes that include the four types of detail (action, dialogue, setting and internal thought).
- Students will be able to write their stories in past tense.

NJ Student Learning Standards for ELA:

W.3 1, 4, 5, 6, 8, 9,10

SL.3. 1-6

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Teaching Points:

Collecting:

1. Fiction writers get ideas for stories from small moments in their lives.
2. Writers get ideas for stories by imagining the books they wish existed in the world and by thinking about issues in their lives.
3. Fiction writers choose a seed idea (a story idea) and then begin to develop characters by creating their external and internal traits.

Rehearsing:

1. Writers develop characters by telling about their characters' motivations and struggles and also by creating scenes that show these things.
2. Writers sketch out possible plotlines for stories, often in story arcs that represent traditional story structure.
3. Writers storytell to their writing partners.

Drafting:

1. Writers often begin by putting the character into action or by laying out the character's exact words and then unfolding the moment step by step.
2. Fiction writers create their best drafts when they experience the world through their character's skin, letting the story unfold as it happens to them.
3. Fiction writers reread literature, letting it teach techniques for writing.

Revising:

1. Writers "stay in scene," making sure the action and dialogue are grounded in the setting.
2. Fiction writers do their best to craft the ending that the stories deserve. They make sure their endings mesh with and serve the purposes of their stories.

Editing::

1. Writers use their repertoire of editing strategies to make their writing the best it can be by rereading their writing through each lens.
2. Writers include additional editing strategies such as indenting when starting a new paragraph. New paragraphs begin when...
 - a. The story moves forward in time
 - b. A new character starts talking
 - c. A new event takes place
 - d. The story moves to a new setting

Publishing:

1. Writers format their typed writing to include illustrations. Writers spend time illustrating their books so their realistic fiction pieces become picture books.
2. Writers share their stories with the writing community and experience the thrill of receiving “reviews.”

Suggested Anchor Charts:

Charts from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1)
- *Show, Not Tell* (Unit 2)
- *When to Start a New Paragraph* (Unit 2)
- *Dialogue Punctuation* (Unit 2)
- *Qualities of Good Personal Narrative Writing* (Unit 2)
- *Parts of Story Mountain* (Unit 2)

New charts for this unit:

- *How to Find Ideas for Fiction* (4th grade - The Arc of Story, pg. 17)
- *Advice for Developing a Character* (The Arc of Story, pg. 36)
- *How to Write a Fiction Story* (The Arc of Story, pg. 116)
- *Develop Character by Thinking about Their...* (The Arc of Story, pg. 32)
- *Key Questions Fiction Writers Consider in Revising Endings* (The Arc of Story, pg. 102)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials (Various Mentor Texts):

The Arc of the Story, Grade 4: Common Core Reading and Writing Workshop, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Interdisciplinary Connections

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade 3 Unit 6: Persuasive Speeches

Stage 1: Desired Results

Unit Goals:

- Writers learn to channel their opinions into writing so that their ideas can make a difference in the world.
- Writers write speeches in order to affect others and choose specific words to create that effect.
- Writers engage in research to collect and organize information that supports their opinions.
- Writers consider audience to clearly introduce and guide their topic.

Essential Questions:

- What does it mean to be persuasive?
- What reasons do writers have to be persuasive in their writing?
- How do writers choose opinions to write about that are powerful and meaningful?
- How do writers consider audience when writing persuasively?
- What strategies can writers use to be successfully persuasive in their writing?
- How do writers gather and organize information to support our opinion?

Skills/Knowledge:

- Students will be able to draw out bold opinions they have about topics that matter.
- Students will be able to identify a specific audience they wish to persuade in regards to their opinion.
- Students will be able to monitor their work as they progress being mindful of what they know and edit as they go.
- Students will be able to gather and organize different kinds of powerful evidence to support their opinion.
- Students will be able to revise their speeches to create powerful arguments to support their opinion.
- Students will be able to identify and choose precise language to support their opinions and reach their target audience.
- Students will be able to practice public speaking skills by practicing and recording their voices as they share their speeches with other people.

NJ Student Learning Standards for ELA:

W.3.1, 4-8, 10

RI.3.8, 3.10; RF.3.3, 3.4

SL.3.1-4

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

Pre-Process:

1. Writers analyze a speech to identify elements of speech writing (3rd Grade Lesson).
2. Writers analyze the opinion rubric to begin to understand what persuasive writing is and what the expectations are in this genre (3rd Grade Lesson)
3. Writers immerse themselves in the genre of persuasive speech writing by flash-drafting a speech.

Collecting:

1. Writers take time to think about their message. They gather, choose between, and try out different ideas for changes they would like to see in the world. They draw on all they know about opinion writing as they write these entries.
2. Writers sometimes write about people who deserve attention - or about places, or things, or ideas that do. Instead of looking through the lens of “what’s broken?”, persuasive writers sometimes look through the lens of “what’s beautiful?”
3. Writers learn to be more persuasive by addressing their audience directly.
4. Writers don’t wait until they finish writing to edit. As they write, they consider their audience and take time to spell what they know by heart correctly to make sure their pieces are clear.
5. When writers want to get better at something, they pause, self-assess their writing, and make plans for future work.

Researching:

1. Writers collect evidence for their opinions first by gathering all they know about their topic and then by planning for their research.
2. Writers organize and categorize their evidence.
3. Writers make their speeches more persuasive by providing examples to show what they are saying. Some of these examples are mini-stories.
4. Writers embrace the notion of writing for an audience by considering what effect they want their speeches to have and selecting the most convincing material

Drafting:

1. Writers use paragraphs to organize their drafts and use transition words to construct a cohesive draft (Drafts will be constructed on Chromebooks).

Revising:

1. Mini-Inquiry Lesson: Writers discover what makes for an effective and powerful speech and revise in light of their observations.

Editing:

1. Writers use an editing checklist to proofread their writing, taking their time and working with another writing partner to make sure they catch all the errors in their writing.

Publishing:

1. Writers understand that they have a real audience in mind for their opinions and they record their speeches to share with others (use Voice Thread on Chromebooks).

Celebrating:

1. Students listen to each other's speeches and celebrate their collective growth in learning and understanding what it means to be passionate about an opinion and sharing it in a powerful way.

Suggested Anchor Charts:

Charts from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1 OR use *Sample Editing Checklist* in *Changing the World*, pg. 114)

New charts for this unit:

- *How to Write a Persuasive Speech* (*Changing the World*, pg. 69)
- *Ways to Directly Address Your Audience* (*Changing the World*, pgs. 33, 34)
- *We Can Collect Persuasive Writing Entries By...* (*Changing The World*, pg. 41)
- *We Can Say More to Convince by Adding In Each Part...* (*Changing the World*, pg. 82)
- *Don't Forget Your Transition Words* (*Changing the World*, pg. 102 OR teacher-created)
- *Ways We Can Make Our Speeches More Powerful* (*Changing the World*, pg. 107 AND pg. 115 - for *When We Deliver Them* portion of chart)

<p>Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:</p> <ul style="list-style-type: none"> • The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students. • Assign, assess and modify if necessary to address the specific needs of the learner. • The teacher will individually conference with each student to address specific needs of the writer. • The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.
<p>List of Core Instructional and Supplemental Materials (Various Mentor Texts):</p> <p><u>Changing the World: Persuasive Speeches, Petitions, and Editorials; Grade 3: Common Core Reading and Writing Workshop</u>, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013</p>

<p>Interdisciplinary Connections NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>
<p>Integration of 21st Century Skills and Life and Career Standard CRP1, 2, 4, 6, 8, 11</p>
<p>Integration of the Technology Standard NJSL.8.1</p>

Grade 3 Unit 7: Writing in a Content Area (Informational Books)

Stage 1: Desired Results

Unit Goals:

- Writers write texts that aim to teach others about topics on which they have expertise.
- Writers rely on various nonfiction text structures to crystallize the organization of their writing.
- Writers revise their writing by learning concrete strategies and using those strategies to lift the level of all the work they have done to date.
- Writers learn newer, more complex revision strategies such as using grammar with meaning and tapping research for elaboration.
- Writers are aware of their audience while writing and revising, and keep in mind what a nonfiction author attends to while writing informational texts.

Essential Questions:

- How do writers organize and categorize information about a topic to turn it into a piece of writing that clearly teaches readers about the topic?
- How do writers effectively use resources to enhance informational writing?
- How do writers keep their audience in mind while writing to be sure they are teaching the topic clearly and accurately?

Skills/Knowledge:

- Students will be able to organize data on a chosen topic in a way that facilitates structured informational writing.
- Students will be able to use various nonfiction text structures to organize their writing.
- Students will be able to use mentor texts to further elaborate in their informational writing.
- Students will be able to identify and balance the difference between interesting ideas and facts in their writing.
- Students will be able to braid drafting and revising strategies together to emulate authentic writing process of informational writing.
- Students will be able to identify and use appropriate nonfiction text features to enhance their writing.
- Students will be able to identify when their writing is inaccurate and revise to make it correct.
- Students will be able to use paragraphs correctly in informational writing.

NJ Student Learning Standards for ELA:

W.3.1, 4-8, 10

RI.3.1-5, 3.7, 3.8, 3.10; RF.3.3, 3.4

SL.3.1-4, 6

L.3.1-4, 6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

Teaching Points:

**Students will be writing this book on their chosen Bronx Zoo animal. In addition to their media resources, they will also use their personal observations and experiences from the Bronx Zoo trip to contribute to their research and writing.*

***As you prepare for this unit, you may want to collect various media (books, articles, websites, videos, etc.) on your students' topics that they can use as resources to research. You can also suggest to them that they seek resources outside the classroom (from home, school library, public library, etc.) and bring them to you for approval as an appropriate source for gathering information.*

Pre-Process:

1. Writers study mentor texts, imagining the books they will create and paying close attention to ways that published authors entice readers to learn about a topic (Writers study informational texts, record their noticings, and create a class chart of those noticings).
2. Writers of informational books revisit previous published informational writing and the informational writing rubric and set goals for their writing in this unit.
3. Writers immerse themselves in reading various texts on their topic and recording their research to become more of an expert on the topic. (3rd Grade Lesson) (2-3 days)

BEND ONE:

1. Writers often brainstorm several different ways to organize their information writing. You will suggest different ways writers structure subtopics and explain that doing this is an important part of planning. *In this lesson, students will draft a first copy of their table of contents for their book and use this as a guide for their drafting.*
2. Writers consider different organizational structures to allow themselves to think about a topic in new ways. You will guide them through a process to trying to structure their writing in various ways instead of settling immediately on one way.
3. Writers of information books take all the information they have and layer those pieces, one on top of the other, to teach their readers as much as they can about their topics (drafting lesson).

4. Writers understand that the organizational skills they use for their tables of contents can help them plan their chapters as well (*in this lesson, students revise their table of contents to be more specific and therefore give them a greater focus in their writing*).

BEND TWO:

1. Writers connect the information in their chapters using different transitional strategies and phrases. You'll suggest they look to a mentor text for ideas about how best to transition in their own informational books.
2. Writers understand the art of balancing interesting facts with engaging style. You'll highlight revision strategies that encompass both structure and word choice that will enhance their voices in their drafts.
3. Writers of informational text are actually researchers. You will suggest more resources for finding more information to enhance their informational books.
4. As writers revise, they look back at what they have already done, making sure they are carrying over all they have learned into their writing.
5. Writers are guided through an inquiry process that asks them to consider introduction strategies of mentor texts

BEND THREE:

1. Writers review their information writing using a checklist and then how to make a plan for revision.
2. Writers learn additional revision strategies for clearing up confusion in their work, including imagining a different perspective and role-playing with a partner.
3. Writers understand the way text features can enhance their information writing. You will guide them to choose the most appropriate features for their books.
4. Writers conduct research to make sure that all the facts in their writing are correct. If their facts are not correct, writers go back and revise them.
5. Informational writers understand that when they are editing, they keep a close eye on the way they use paragraphs.

Publishing:

1. Writers put the pieces of their book together chapter by chapter. They publish final copies of the text features they embedded in their text and come up with an appropriate title for their book using mentor texts as guides. They can publish a cover that encompasses the tone of their topic in the way they have presented it in their writing.

Celebrating:

1. Writers become experts on a topic when writing informational books and have a responsibility to teach others about what they have learned (either teach others within the class, grade, or across grade levels).

Suggested Anchor Charts:

Charts from previous units:

- *Writing Workshop Routines/Expectations* (Unit 1)
- *What Third Grade Notebook Writers Do/Don't Do* (Unit 1)
- *The Hard Parts of Writing* (Unit 1)
- *When I Run Out of Gas as a Writer, I Can...* (Unit 1)
- *Editing Checklist* (Unit 1)
- *Teaching Moves that Information Writers Should Borrow* (Unit 4)
- *Strong Tables of Contents* (Unit 4)
- *Organizing an Informational Text* (Unit 4)
- *Strong Information Writing* (Unit 4)
- *Informational Writers Bring Their Writing to Life* (Unit 4)
- *What Do Our Mentor Authors Do When Writing Powerful Introductions?* (Unit 4)

New charts for this unit:

- *Conjunctions* (The Art of Information Writing, pg. 103)
- *Some Common Text Features and Their Purposes* (The Art of Information Writing, pg. 107)

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Interdisciplinary Connections

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Pacing Guide

Unit	NJSLS	Duration (Months)
1	W.3. 3, 4, 5, 6, 10 SL.3 1, 3, 4, 6 L.3.1-4, 6	September MP 1
2	W.3. 3, 4, 5, 6, 10 SL.3 1, 3, 4, 6 L.3.1-4, 6	October/November MP 1
3	W.3 1, 4, 5, 6, 8, 9,10 SL.3. 1-6 L.3.1-4, 6	November/December MP 1
4	W.3 2, 4-8, 10 RI.3.1-5, 7, 8, 10; RF.3.3-4 SL3.1-4, 6 L.3.1-4, 6	January/February MP2 & 3
5	W.3 1, 4, 5, 6, 8, 9,10 SL.3. 1-6 L.3.1-4, 6	February/March MP 3
6	W.3 1, 4-8,10 RI.3.8, 3.10; RF.3.3, 3.4 SL.3. 1-4 L.3.1-4, 6	April/May MP 3 & 4
7	W.3 1, 4-8, 10 RI.3.1-5, 3.7, 3.8, 3.10; RF.3.3, 3.4 SL.3.1-4, 6 L.3.1-4, 6	May/June MP 4