

Woodland Park School District

Writing Curriculum Grade 3

Curriculum Team

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Third Grade Course Description:

The third-grade units of study extend students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work. Students will write chapter books about topics on which they have firsthand, personal knowledge. They will synthesize a wide variety of information, and they learn to section their topics into subtopics. Third-graders gather and organize information to persuade people about causes the children believe matter. Using familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing a narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood are addressed.

Pacing Guide

Content Area: English Language Arts

Grade Level: Third

Establishing Rules and Building Routines	September (2 weeks)
Unit 1: Crafting True Stories	September – November (6 weeks)
Unit 2: The Art of Information Writing	November – February (8 weeks)
Unit 3: Changing the World	February – March (4 weeks)
Unit 4: Poetry	April (2 weeks)
Unit 5: Read and Write On Demand	April - May (3 weeks)
Unit 6: Once Upon a Time	May – June (4 weeks)

Unit Title: Routines: Launching the Writing Workshop

Grade Level: Third

Time Frame: September (2 weeks)

Unit Overview: Routines and procedures for Writers Workshop are introduced and students identify themselves as authors and illustrators.

Writing Standards:

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion

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

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

Speaking & Listening Standards:

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

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

Language Standards:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word 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.3.5 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).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Technology Standards:

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.

- Students will discuss and generate reasons why they need to have safe online practices when using technology, both at home and in school.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- The class will create classroom rules for safe online practices when using technology, both at home and in school. The class will create and discuss consequences for inappropriate use of technology.

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

- Students will brainstorm ways they can use computers and technology throughout the year for various purposes.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Interdisciplinary Connections:**Health**

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

- Build a healthy social and educational relationship with a peer within the class. Partners will work together to determine safe and unsafe partner situations within the classroom.

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

- Students will write a plan, with their writing partner, on what to do and who to talk to when facing stress in the classroom.

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

- The class will create rules of the classroom community to help resolve conflicts and promote the common good within the room, so all students feel safe and welcomed.

Unit Goals/Enduring Understandings:

- Establish roles and routines of Writers Workshop

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What role do readers have in building a community of readers? • How can discussing a book with a partner help us better understand what we read? • Why is it important to choose a just right book? 	<p>Skills:</p> <ul style="list-style-type: none"> • Partner share • Stamina • Setting up notebooks
<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Conference Notes • Teacher Created Assessments • Baseline assessment • Small Group Observations 	
<p>Cursive</p> <p>This instruction will be done while establishing the routines, expectations, and stamina building of your Writers’ Workshop. Second graders receive explicit instruction in the formation of letters, while in third grade students review this instruction. By the end of the school year, students use cursive to communicate in their written work.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Anchor charts • Unit of Study for Teaching Writing, Lucy Calkins • Zaner Bloser Cursive • <i>Come On, Rain!</i> by Karen Hesse • <i>Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Routines: Launching the Writing Workshop		Grade Level: Third	Time Frame: September (2 weeks)
<ul style="list-style-type: none"> Writers write every day. 	<ul style="list-style-type: none"> Writers use small moments and questions to write responses. Writers work on their stamina while writing about small moments or thoughts. 		
<ul style="list-style-type: none"> Writers follow routines and procedures. 	<ul style="list-style-type: none"> Writers establish a gathering place for reading-Introducing Transitions <ol style="list-style-type: none"> Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson Writers continually self-monitor and assess their writing. <ol style="list-style-type: none"> Teachers- use this goal to build routines for independent writing Writers keep a writing journal of works. <ol style="list-style-type: none"> Teachers introduce writing notebooks to students- (First 20) Writers write responses to reading <ol style="list-style-type: none"> Introduce Reading Notebook Readers turn and talk with a partner to discuss ideas <ol style="list-style-type: none"> Create anchor chart for Turn and Talk procedures- Good writers write with purpose. <ol style="list-style-type: none"> Create anchor chart for writing with purpose- Writers participate in accountable talk- <ol style="list-style-type: none"> Create anchor chart for accountable talk during turn and talk Writers with a partner-model with a student expectation <ol style="list-style-type: none"> Teachers-create anchor chart for expected behaviors for Partner Writing and editing 	<ul style="list-style-type: none"> *Create class stamina graph. *Picture read/retell/read words *Anchor charts 	
<ul style="list-style-type: none"> Writers work with others to revise and Edit their writers. 	<ul style="list-style-type: none"> Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's writing. We respond to what our partner has shared. We don't just move on. 		<ul style="list-style-type: none"> *Anchor charts

Unit Title: Unit 1 Crafting True Stories

Grade Level: Third

Time Frame: September - November (6 weeks)

Unit Overview:

This unit moves students from writing a book a day (primary workshop) to work on longer projects (intermediate workshop). Students invest time in rehearsal for writing, collecting quick drafts of possible stories in notebook entries, and later select one to take through the writing process. Students will develop stories that are driven by characters' experiences and their responses to those experiences. Emphasis will be placed on volume of writing as third graders should be able to write a page-long entry in one sitting.

Writing Standards:

W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.
- D. Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards:

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Speaking & Listening Standards:

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

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

Technology Implementation:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will use a digital graphic organizer to plan their personal narrative.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will use Word Online to publish their personal narrative.

21st Century Skills:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Health

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

- Students will discuss disagreements and conflicts they have had with a partner to generate ideas for a personal narrative.

Social Studies

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

- Students will write a notebook entry about their diverse culture and discuss with a partner how it differs from other cultures. Students can then discuss how those differences can help solve challenges together.

Unit Goals/Enduring Understandings:

- Writers write personal narratives with independence and stamina.
- Writers become a storyteller through writing.
- Writers craft a second piece with newly gained independence.
- Writers improve their work through revision and editing.

Essential Questions:

- How can I draw on a special experience to tell a captivating story?
- How can I organize and balance my writing in a way that is clear to the reader, interests the reader, and emphasizes the heart of the story?
- How do I revise and edit while independently crafting a personal narrative?

Skills:

- Self-assessment (checklist)
- Dialogue
- Writing structure
- Paragraph writing
- Personal narrative writing
- Writing process
- Discussion
- Drawing on prior experiences
- Stamina

Academic Vocabulary: generate (ideas), dialogue, narrative, editing, revising (revision), draft

Demonstration of Learning:

- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Drafts
- On Demand narrative
- Published personal narrative
- Celebration (optional): Create a gallery wall of writing

Create a gallery wall of writing

Writing celebrations help our young students regard themselves as authors in a working, thriving community of other authors. The purpose for this first celebration is to help writers feel proud of their change into writers and strengthen their motivation for writing. Let the children's work stand as their best work to date. You may want to bring in a class of younger students to take part in this celebration. Have partners write introductions about each other prior to the celebration. During the celebration, break students into four groups, each group taking a corner of the room. One author in the group will take the author's chair, and their partner will introduce them. Then the author will read their story. After the story, those in the group may ask the author one question. Stems may be provided, such as *Where did you get the idea for your story? Who especially helped you to write this story? What did you learn from writing this?* Once all authors have shared their writing and answered one question, unveil a bulletin board (preferably in the hallway to showcase the writing for others) where their writing will be displayed for the school community. Have each student attach their writing to the board for display. Finally, have guests share out what they noticed about the writing.

Mentor Texts:

- *Please note that the mentor texts are teacher's choice. These are suggestions if you need them.*
- *Come On, Rain!* by Karen Hesse

Resources:

- Units of Study for Teaching Writing
- Anchor charts

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 1 Crafting True Stories		Grade Level: Third	Time Frame: September – November (6 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
1. Students will write personal narratives with independence and stamina.	<ul style="list-style-type: none"> Writers make and set goals for themselves. They also brainstorm types of writing they would like to explore. Writers brainstorm by thinking of small moments spent with special people. Writers think of a place, the small moments that happened in that place, and select one to write about. Writers understand the difference between a story and a summary. They tell a story in scenes. Writers stop to self-monitor and consider what is going well and how they can improve to bring their writing to the next level. Writers edit as they write. 		
2. Students will become a storyteller through writing.	<ul style="list-style-type: none"> Writers rehearse writing through discussion with a partners. They will consider multiple possible leads. Writers write with stamina and passion to capture their visualizations on paper. Writers study and take note of an author's craft and apply these techniques to their own writing. They take notice of how an author hooks a reader at the beginning and uses particular language for interest. Writers identify the most important part of a story and develop that section. Writers revise by grouping sentences into paragraphs to support sequencing, dialogue, and allow for elaboration of the story. 	<i>Additional instruction may be needed for final lesson (on paragraph writing).</i>	
3. Students will craft a second piece with newly gained independence.	<ul style="list-style-type: none"> Writers refer to their first draft for guidance on how to independently begin a second piece. They will set new goals for moving forward. Writers revise as they write so their writing reflects all they know. Writers replay life events to relive the experience and then write about these experiences in a way that allows the reader to feel it. Writers think carefully about the kinds of details they add to their writing, balancing dialogue with action, thoughts, and details about the setting. Writers correctly punctuate dialogue. 		
4. Students will improve their work through revision and editing.	<ul style="list-style-type: none"> Writers revise to provide clarity and purpose. They get rid of extra words and focus on the heart of the story. Writers learn from mentor texts in order to make endings more powerful. Writers edit their writing and use checklists to self-monitor and improve their writing. Writers celebrate and share their published writing. 	<i>Plan for additional day(s) to publish writing piece.</i>	

Unit Title: Unit 2: The Art of Information Writing	Grade Level: Third	Time Frame: November – February (8 weeks)
<p>Unit Overview: This unit builds upon the skills students have learned as writers of information in 2nd grade. It is centered on a particular type of information writing--a structured, written-to-teach, expert-based project. During the unit you will teach students a handful of qualities of strong informational writing. Students will learn to write introductions, organize information, and include text features that help their readers. Students will also be taught many different ways to elaborate on their topics through the use of facts, definitions, and other important details, but also through the use of descriptions and anecdotes. Initially, students will be guided through the writing process, with guidance from teachers. There is an extensive amount of time spent teaching students’ various strategies for “planning, revising, and editing”. By the end of the unit, students will be pushed toward independence and transference.</p>		
<p>Writing Standards: W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing W.3.7 Conduct short research projects that build knowledge about a topic. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language Standards: L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound, and complex sentences. L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles.</p>		

B. Use commas in addresses.

C. Use commas and quotation marks in dialogue.

D. Form and use possessives.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Speaking & Listening Standards:

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

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

Technology Implementation:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will use a digital graphic organizer to gather research information on an animal.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will use Word Online to publish their animal research project, including graphics and text boxes.

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.

- Students will use various online sources to gather research information.

21st Century Skills:

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections:

Health

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

- Students will determine how the use of technology and other media sources to research can influence their thoughts, feelings and behaviors. Students will make a list on how to determine what is a trustworthy source and what is an unreliable source.

Science

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

- Students will use a graphic organize to gather and organize research on an animal to determine the traits that are inherited from their parents.

Unit Goals/Enduring Understandings:

- Writers organize information to assist them in the writing process.
- Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing.
- Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.
- Writers transfer gained knowledge from longer research projects and apply it to shorter ones.

Essential Questions:

- How can I teach someone else about a topic I have researched?
- What strategies do writers use when writing an informational book?
- What can I learn from a mentor text to help me write an information book?

Skills:

- Research process
- Text structure
- Text features
- Self-assessment
- Writing structure
- Paragraph writing
- Stamina
- Writing process
- Activating and using prior knowledge

Academic Vocabulary: informative, explanatory, revise, draft, edit, craft, elaborate, subtopic, pronoun, antecedent, capitalization, punctuation, spelling, generate (ideas), produce, write, develop, examine, genre, structure

Demonstration of Learning:

- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- Drafts
- On Demand Informational writing
- Published pieces
- Celebration (optional): **Be the Expert**

Be the Expert: Tell your class that they will be working in pairs to make short presentations to younger children (in small groups) or classmates in which they teach them what they've learned about information writing. Because students are working in partnerships, you will want them to both be doing the planning and writing of their presentation. You will also want both students work to be represented as examples of informational writing. However, you may find that it suits your class best for one student to be the spokesperson while the other is supporting.

Audience: A group of younger students (a first or second grade class would be perfect). If it is possible to find a group of younger students who is also working on informational writing, this scenario would be ideal.

Product/ Performance: In your presentation, be sure to include the following:

- The most important things you've learned about information writing, broken down into subtopics.
- Examples to support each subtopic (from your own writing, preferably)

Mentor Texts:

Please note that the mentor texts are teacher's choice. These are suggestions if you need them.

- *Deadliest Animals by: Melissa Stewart*
- *VIP Pass to a Pro Baseball Game Day (use disc)*
- *Informational texts: National Geographic for Kids, Sports Illustrated for Kids, and the ever-popular DK Readers (especially the early chapter book varieties).*

Resources:

- Units of Study for Teaching Writing
- Anchor charts

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Unit 2 The Art of Information Writing		Grade Level: Third	Time Frame: November – February (8 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p>1. Students will organize information to assist them in the writing process.</p>	<ul style="list-style-type: none"> • Writers understand that information writing is writing to teach someone else about a topic. • Writers organize their writing by structuring their writing into subtopics. • Writers explore various writing structures that will allow them to understand varying the structure helps them think about a topic in a new, exciting way. • Writers layer the information of their subtopics in a way that makes sense so the reader can understand as much as they can about the topic. • Writers utilize a table of contents to help them plan their writing. They understand this helps their readers understand their writing. 		
<p>2. Students will use mentor texts, make connections within and across chapters, and research topics to enhance their writing.</p>	<ul style="list-style-type: none"> • Writers use mentor texts to elaborate by incorporating various nonfiction text features. • Writers use different transitional strategies and phrases to connect information in their chapters. They find ideas in mentor texts to best transition in their own writing. • Writers balance interesting facts with an engaging style. They do this through structure and word choice that enhances their voice. • Writers conduct further research to ensure text accuracy and find more information to enhance their informational books. • Writers revise their writing by reflecting on revisions already made, identifying parts that need clarification, and adding information. • Writers reflect on mentor text introductions in order to write their own powerful introductions. 		
<p>3. Students will use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.</p>	<ul style="list-style-type: none"> • Writers review their information writing by using a checklist and planning for the revision process. • Writers use additional revision strategies to clarify confusion in their work. They do this by imaging different perspectives and roleplaying with a partner. • Writers are selective and aware of which text features best enhance their informational writing. • Writers ensure accuracy of all facts by double checking their research. • Writers edit their work by organizing information into paragraphs. 	<p><i>Additional instruction may be needed for final lesson (on paragraph writing).</i></p> <p><i>Plan for additional day(s) to publish long writing piece and celebrate.</i></p>	

4. Students will transfer gained knowledge from longer research projects and apply it to shorter ones.

- Writers transfer previously learned strategies to plan and draft a content specific information piece.
- Writers use different strategies and self-assessments to revise their original plan for writing.
- Writers use previously learned skills about writing informational books to write other types of information writing (speech, brochure, catalogue).
- Writers use all the information they have learned about a topic to wrap up a project.
- Writers celebrate publishing a project by teaching others about their topic, using the knowledge and expertise they have gained.

Plan for additional day(s) to publish short writing piece.

Unit Title: Unit 3 Changing the World	Grade Level: Third	Time Frame: February – March (4 weeks)
<p>Unit Overview: Third graders are full of opinions and are eager to persuade others. This unit channels those opinions into writing that can make a difference. In this unit, students learn to introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude. This unit moves writers from writing opinion speeches to forming cause groups to support various causes. Across the unit, there is a focus on considering audience and considering word choice in light of audience. This unit has two major goals. The first is to help writers live more wide-awake lives, taking in all that is happening around them--injustices, small kindnesses, and so on--and writing about these in ways that move others to action and new thinking. The second major goal is to help writers become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing.</p>		
<p>Writing Standards:</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion. <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language Standards:</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., childhood). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 		

F. Ensure subject-verb and pronoun-antecedent agreement.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize appropriate words in titles.

B. Use commas in addresses.

C. Use commas and quotation marks in dialogue.

D. Form and use possessives.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Speaking & Listening Standards:

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

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

Technology Implementation:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will use Word Online to publish persuasive speeches.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will use a digital graphic organizer to plan out their reasons for the persuasive speech.

21st Century Skills:

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Interdisciplinary Connections

Health

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

- To generate ideas for a persuasive speech, students will identify and entry write about an unhealthy eating practice.

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

- To generate ideas for a persuasive speech, students will identify and entry write about an unsafe situation in the world around them.

Unit Goals/Enduring Understandings:

- Writers persuade readers through speech writing.
- Writers raise the level of their persuasive writing.
- Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials).
- Writers work together to research, write, and inform others about a cause.

Essential Questions:

- What strategies can I use to persuade others to agree with my opinion?
- What types of persuasive and opinion writing are there?
- How can I organize my evidence to make it the most convincing to my audience?

Skills:

- Research process
- Text structure
- Self-assessment
- Writing structure
- Paragraph writing
- Stamina
- Writing process
- Activating and using prior knowledge
- Persuasive and opinion writing

Academic Vocabulary: thesis, problem, solution, noteworthy, opinion, speech, editorial, petition, research, reasons, evidence, develop, strengthen, use, understand, analyze, apply, generate (ideas)

Demonstration of Learning:

- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- On Demand and Published piece
- Celebration (optional): **Persuade the Public**

For this unit celebration, students will be selecting one of their final pieces and delivering it to their intended audience. Because students have been writing with an intended audience in mind, this will look different for each student. Some examples include:

- If a student had written a speech or letter about why Minecraft is the best game, they may be typing this piece onto Minecraft's website as a review of the game.
- If a student has written a speech about why third graders should be more respectful of the cafeteria staff, they may be recording this speech and sending it to third grade teachers to show to their class.
- If a student has written a petition for why their neighborhood needs better sidewalks, they may be getting signatures from neighbors and then taking it to their community leaders.

Resources:

- Units of Study for Teaching Writing
- Student exemplars
- Anchor charts
- Mentor Text(s)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Unit 3 Changing the World		Grade Level: Third	Time Frame: February – March (4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
1. Students will begin working on persuasive speeches.	<ul style="list-style-type: none"> Writers immerse themselves into persuasive speech writing by flash-drafting a speech. Writers understand that persuasive speech writers gather, choose between, and try out different ideas for changes they would like to see in the world. Writers write persuasively to get others to look at what's beautiful, not what's broken. Writers address the audience directly as a strategy to be more persuasive. Writers edit as they write, considering their audience and taking time to spell what they know to ensure clarity. Writers understand that in order to get better at something, they should stop, self-assess, and make plans for their writing. 		
2. Students will raise the level of their persuasive writing.	<ul style="list-style-type: none"> Writers gather all of the information they know about a topic and plan for research in order to collect evidence for their opinions. Writers organize and categorize their evidence. Writers provide examples as a way to show what they are saying and make speeches more persuasive. Writers consider their audience and what effect they want their speech to have. They collect the most convincing material. Writers use paragraphs and transition words to organize drafts. Writers revise as they write, choosing words that are the most effective. Writers use an editing checklist to proofread their own writing. They work with a writing partner to catch errors in their writing. 		
3. Students will explore transforming their persuasive speech into different forms of opinion writing (letters, petitions, editorials).	<ul style="list-style-type: none"> Writers understand that persuasive speeches are just one of many forms of opinion writing (letters, petitions, editorials). Writers hold themselves accountable and making plans for their work. Writers collect evidence in a variety of ways. They can conduct surveys and interviews. Writers revise as they write. They can revise their introductions and conclusions in order to determine what will have the biggest influence on their audience. Writers self-assess by using a checklist or goal sheet and setting new goals. 		
4. Students will be grouped together to research, write, and inform others about a cause.	<ul style="list-style-type: none"> Writers understand that different audiences can help them address their cause. Writers conduct further research about a cause and consider how it changes what they already know and think. Writers revise as they write, in order to reflect all they know and can do. Writers proofread their work in order to have their opinion taken seriously. Writers celebrate their published work by sharing it with a real audience. 	<i>Students need to be put into "cause groups."</i>	

Unit Title: Unit 4 Poetry	Grade Level: Third	Time Frame: April (2 weeks)
<p>Unit Overview: : In this unit, students will learn to identify and appreciate poetry. This unit spotlights the structure and techniques often utilized in poetry as well as the skills and habits essential to readers of poetry: careful and purposeful rereading of poems, creating mental images, considering the narrator’s point of view, finding the central message and supporting details; determining the meaning of words and phrases, and distinguishing literal from nonliteral language.</p>		
<p>Writing Standards:</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Reading Literature Standards:</p> <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Speaking & Listening Standards:</p> <p>SL.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.</p> <ul style="list-style-type: none"> 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. <p>SL.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</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.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.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards:</p> <p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L3.2c Use commas and quotation marks in dialogue.

L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L3.3a Choose words and phrases for effect.

L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Technology Implementation:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will use a digital graphic organizer to plan out the structure of a poem.

21st Century Skills:

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

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.

- Students will read poems from various cultures and explain how core ethical values such as empathy, respect and civic mindedness can be drawn from their reading. They will use these readings and discussions to generate ideas for their own poetry writing.

Science

3-LS2-1 Construct an argument that some animals form groups that help members survive.

- Students will draft a poem about an animal they previously learned about that forms groups with others to survive.

Unit Goals/Enduring Understandings:

- Writers view the world as a poet
- Poets use language and sound to create meaning in poetry
- Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry

Essential Questions:

- How does poetry differ from other forms of writing?
- How do words create visual images and meaning for the reader?
- How does looking at things through a poet's eyes help my writing?

Skills:

- Revise/ Edit
- Understand poetry is one way to communicate about and describe feelings, sensory images, events, or ideas
- Understand the purpose of white space and line breaks
- Know the difference between poetic language and ordinary language

Academic Vocabulary: poem, poetic devices, figurative language,

Demonstration of Learning:

- Conference Notes
- Small Group Observations
- Published pieces
- Celebration (optional): **Poets Tea:** Invite parents, siblings, favorite teachers to attend a Poets Tea. Students create invitations and programs. Read their poems, then serve refreshments.

Mentor Texts:

- Teacher selection of poems for students include:
Honey I Love
Things
Go Wind
Twinkle
Ceiling

Resources:

- Units of Study for Teaching Writing
- Anchor charts
- Poetry Reading Unit (see reading curriculum)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 4 Poetry		Grade Level: Third	Time Frame: April (2 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
Writers view the world as a poet	<ul style="list-style-type: none"> • Poets look at things with their hearts and minds by looking at them from different angles and considering what they resemble • Writers slow down and notice more about the world. We don't stop at our first ideas, we ask questions and look at objects in another way to develop new ideas and insights. ***Students are invited to bring in treasures from home, outside, inside the classroom. • Poets make decisions about line breaks and word placement by studying mentors and place line breaks with our reader in mind. • Poets try writing their line breaks in different ways and make decisions about which matches the poem they want to write. We may write it three different ways and choose the best. • Poets can start with big ideas and write small about them. That is we think about a moment or an object that can represent a big feel. We do this by thinking about the big feeling, closing our eyes and imaging moments and objects that relate. • Poets write down poetry ideas throughout their day and use those ideas for writing. Poets are sure to think about both strong feelings and concrete details. • We ask: <i>Does this idea have a big feeling?, Have I found specific moments, details or objects that hold that feeling for me?</i> • Partners support each other in the writing process. We can go to them as poetry teachers and get advice. • Poets edit their poems paying close attention to spelling. We circle words that we want to edit for spelling and we use our fix-up strategies to spell them. We write our word three times and then consult a dictionary if necessary. 		
Poets use language and sound to create meaning in poetry	<ul style="list-style-type: none"> • Poets think carefully about the words that they choose. They search for exact honest words, words that match what they are trying to say. (Perhaps create a poetry wall, adding all the precise language under the words they replace) • Poets repeat words, sounds, and lines to give their poems music and to make the meaning of their poems more clear. • Partners read aloud their poetry looking for places to revise • Poets consider the mood they want their poems to convey. They write, thinking about the mood, and they reread their poems considering, <i>Does the mood match the meaning?</i> • Poets know that the mood of a poem does not have to be constant throughout a poem. We may want to try to change the mood throughout the poem. (ex. Excitement, fear, excitement, fear) 		

	<ul style="list-style-type: none"> • Poets try their poems from different points of view. We might write poems about how we love to read books and we might also try it out from the book's point of view - how the book loves to be read. • Poets can use similes or other comparative language to convey meaning. We compare an object or feeling to something else. We use comparative language. • Poets stick with comparisons to make them stronger. We can carry the comparison throughout a poem. One way to do this is to include action that go along with the comparison. • Poets reflect on their growth as a poet and the growth of their poetry. Poets set new goals and plans for their writing. 	
<p>Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry</p>	<ul style="list-style-type: none"> • Poets study mentors to reflect on structure. Poets experiment with different structures in their poems. We read with a partner and by ourselves to hear how the structure conveys meaning. • Poets make decisions about structure. We might ask, <i>What kind of structure will work best for what I have to say?</i> <ul style="list-style-type: none"> ○ Conversation poems ○ List poems ○ Story poems ○ Mask poems ○ Poems of address ○ Riddle Poems • Poets try different structures for story poems. We might try, <ul style="list-style-type: none"> ○ Tell a story bit by bit ○ Focus on a small moment ○ Add detail ○ Spice it up with strong words • Poets revise by replacing vague feelings with images that show rather than tell. • Poets sketch out their feelings on a subject to support their writing. 	

Unit Title: Read and Write On Demand

Grade Level: Third

Time Frame: April- May (2-3 weeks)

Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.

NJSLS:

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

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.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.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP and Standard 9:

CRP2. Apply appropriate academic and technical skills.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

Students will read to understand the traits that lynxes and gray wolves have that are influenced by their environments. Students will compare and contrast the traits of both animals in an essay.

<https://nj.testnav.com/client/index.html#login?username=LGN846280256&password=H46PGKPD>

Health

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

Students will read “The Buzz on Scuzz” and “Should You Go To School” to gather information and learn how to prevent the spread of germs and what to do if you become sick. Students will use their research findings to write an essay about the topic.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills
- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

Academic Vocabulary: *determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop*

Format for Responses: *adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews*

Demonstration of Learning:

- Teacher Created Assessments
- Conferring notes
- Reading responses
- Practice assessments

Resources:

- Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources
- NJSLA Practice <https://nj.mypearsonsupport.com/practice-tests/>
- Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal
- Text sets with test questions
- Chart paper and post-its

Goals (Week 1)

Suggested Mini lessons

Teacher's Notes/Ideas

Students will use strategies to read narrative and non-narrative texts/test passages.

Students will use test taking strategies to manage themselves during a test.

Students will use strategies and refer to text to answer two part, multiple choice questions.

Students will work with partners to strengthen their skills for test taking.

- Readers distinguish between narrative and non-narrative texts:
 - Read to see if there are characters doing things. If so, it's narrative.
 - Read to see if the piece is teaching the reader something. If so, it's non-narrative.
- Readers will read with particular thoughts in mind in each part of the text.
 - After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end.
 - Use the "Work of Readers" charts from previous units to guide thinking.
- Readers prepare to read the texts in each section of the test.
 - Read the title of the first text, determine if it is narrative/non-narrative and determine the topic.
 - Read the titles of the subsequent passages and determine what the topics have in common.
 - Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?"
- Readers manage their time during a test.
 - Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?"
 - After pre-reading the questions, mark key words while reading the passage.
 - When answering questions, skip questions that seem difficult and return to them later.
 - Pre-read the passage and mark key words that are noticed in the margin.
- Readers understand what Part A of each question is asking them to think about:
 - Create "flipped questions" by restating, using the words from the question in a different order to make a statement.
 - Look for text citation and reread that part of the text with a "flipped question" type of answer.
 - Look for bold words in the question and reread, looking for that word, and deciding on the best definition.
- Readers understand what Part B of each question is asking them to think about:

	<ul style="list-style-type: none"> ○ State, "I know that (answer from part A) is true because the author said, (answer from Part B)." ○ Choose the best of the right answers by saying, "This choice is better because..." ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Goals (Week 2)</p> <p>Students will maintain their reading stamina.</p> <p>Students will reflect on their strengths and weaknesses as test takers in reading.</p> <p>Students will answer open ended questions with a topic sentence and text evidence.</p> <p>Students will refer to the scoring rubric when monitoring their progress/checking their work.</p>	<ul style="list-style-type: none"> ● Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. ● Readers name their strengths and weaknesses by writing short reflections. <ul style="list-style-type: none"> ○ Choose a question that felt hard, but was answered correctly, and write long about the strategy that was used. ○ Write long, starting with words like, "What was hard for me today was (name it)" and elaborate on why it was hard. ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using "essay stretcher" words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author's craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author's craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in 	

	<p>the body of the writing.</p> <ul style="list-style-type: none"> ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	
<p>Goals (Week 3)</p> <p>Students will use test taking strategies to manage themselves during a test.</p> <p>Students will work with partners to strengthen their skills for test taking.</p>	<ul style="list-style-type: none"> ● Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring. ● Readers use the text of the questions and choices to answer as a carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. ● Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. 	
<p>Read and Write On Demand (Structures)</p> <p>Mini lesson 10 minutes model a testing strategy</p> <p>Test Prep Activity 15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)</p> <p>Small group instruction 15 minutes- students read just right books, while teacher pulls small groups to target weaknesses</p> <p>Teaching Share 5 minutes- teacher shares something that was noticed while students are working</p> <p>Shared Reading 10-15 minutes, three days per week</p> <p>Closure 5-10 Review, Discuss, Share</p> <p>For every 3-4 test prep days, you should have one practice test day using the following resources:</p> <ul style="list-style-type: none"> ○ https://nj.mypearsonsupport.com/practice-tests/ ○ Released sample testing items 		

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Unit 6 Once Upon a Time	Grade Level: Third	Time Frame: May – June (4 weeks)
<p>Unit Overview: In this unit, teachers will once again work with children to help them become better fiction writers. This unit will push students to use a strong storyteller’s voice, write with a story arc, create the world of a story, and bring characters to life. Teachers will emphasize the importance of clear event sequence, and language that signals event order. Students will also be pushed toward 4th grade standards by helping them name some of the ways authors use words with alliteration and sensory language to create effects. Through the multiple writing cycles of this unit, students will have ample time to practice these writing lessons.</p>		
<p>Writing Standards:</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Reading Literature Standards:</p> <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Speaking & Listening Standards:</p> <p>SL.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.</p> <ul style="list-style-type: none"> 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. <p>SL.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.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.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</p>		

understandable pace.

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

Language Standards:

L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- C. Use abstract nouns (e.g., childhood).
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- H. Use coordinating and subordinating conjunctions.
- I. Produce simple, compound, and complex sentences.

L3.2c Use commas and quotation marks in dialogue

L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L3.3a Choose words and phrases for effect.

L3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

Technology Implementation:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

- Students will publish fairy tales on Word Online.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

- Students will plan out story elements of fairy tale on a digital graphic organizer.

21st Century Skills:

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections

Social Studies

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

- When planning out their fairy tale, students will consider good versus evil and how rules and laws help protect the people of that governed land.

Science

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Students will generate several possible outcomes for their fairy tale. Students will compare and contrast the possible outcomes in order to pick the one that solves the problem in the best way.

Unit Goals/Enduring Understandings:

- Writers adapt classic stories in hopes to make it better
- Writers build and adapt on tales by writing with independence
- Writers use literary elements to create an original fairytale

Essential Questions:

- Why and how do writers adapt classic fairy tales?
- How do writers go about creating well-developed original fairy tales?

- Literary Elements
- Compare and contrast tales from different cultures
- Comprehend basic plots from tales around the world
- Use correct convention appropriate for third grade
- Revise/ Edit

Academic Vocabulary: craft moves, narrator, dialogue, conventions

Demonstration of Learning:

- Conference Notes
- Teacher Created Assessments
- Small Group Observations
- On Demand and Published piece
- Celebration (optional): **Fairytales Fair**

This celebration day provides children with the opportunity to not only read their published fairy tales to others, but encourages them to actually take on the role of storyteller. Prior to the celebration, allow students time practice their storytelling in their circles, reminding them of all they learned about storytelling and acting. Encourage them to play with their voice, use hand gestures, and even facial expressions as they read. The day of the celebration, invite the younger class in and split them up among the storytelling circles. You might wish to teach the class how to quickly and quietly applaud each storyteller in the circle when they are finished in order to keep the storytelling circle moving. After the audience has left, congratulate your class on the amazing fairy tale writers they have become. You may also wish to create a fairy tale anthology using the stories shared during the celebration. This anthology could ceremoniously be placed in your classroom library for present and future students to read.

Mentor Texts:

Little Red Riding Hood
Three Billy Goats Gruff

Resources:

- Units of Study for Teaching Writing
- Anchor charts

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

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Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<ul style="list-style-type: none"> Writers adapt classic stories in hope to make it better 	<ul style="list-style-type: none"> Writers write adaptations often. They take a classic story and write a different version of it. Writers plan how an adaptation of a story will go. We can do this by first deciding on a change that we think will improve the story and then we make sure the change leads to other changes in the story. Writers rehearse stories to bring the story to life. Writers know that they can rehearse the story in the middle just like we do at the start. It helps to tell and retell the story Writers of fairy tales use narration, or telling in some important way, to introduce the story, to stitch one scene to the next, and to end the story Writers are their own tough critic. We reread our stories judging our own work and thinking of ways to make it better. 		
<ul style="list-style-type: none"> Writers build and adapt on tales by writing with independence 	<ul style="list-style-type: none"> Writers plan not only their writing, but also the process for writing, we use our imagination and do it in reality Writers know that fairy tales are written to be read aloud, or story told in ways that make the listeners excited to read. Writers write stories in ways that ensure the reader is feeling what the writer intended them to feel. Serious writers revise work early on and use those revisions to lift what is already written. Writers support dialogue with an action. Writers revise their fairy tales by using what they know about language to paint pictures in the minds of their readers Writers create their own style of writing by experimenting with different types of sentences. We turn sentences into smoother, more precise and well-paced sentences 		
<ul style="list-style-type: none"> Writers use literary elements to create an original fairytale 	<ul style="list-style-type: none"> Writers know that to write a fairytale we need a formula. We need a character with traits and wants, a problem, more trouble, magic, and then a resolution. Writers sometimes focus characters' actions around an object that's important to that main character, which makes those actions more meaningful. Writers live in the world of their stories. We add tiny bits of description. We really show the actions of the character by carefully choosing words that help show what is being said. Writers know that in fairytales, magic needs to connect to the heart of the story. Magic is most prominent when trouble arises and usually helps to solve the problem. Writers celebrate their stories! 		