

School District of South Orange-Maplewood
English Language Arts Writing Curriculum – Grade 3



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

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Donna Grohman



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Unit Description: Crafting True Stories – Book 1

In this unit students will learn how to write personal narratives with independence. They will become a storyteller on the page, drafting fast and furiously. They will write from inside a memory, focusing on creating a mental movie on the page. They will study mentor text to see what other narrative authors strategically do, such as Karen Hesse in *Come on Rain*, and apply those skills to their writing. Students regularly write and revise personalized goals and meet with a writing partner to make improvements. As they move through the unit they will become their own job captain, working to draw on everything they have learned. They learn to punctuate dialogue correctly and paragraph related sentences together. Finally, they revise, edit, and publish using checklists.

Writing		
Big Ideas: - Writers tell true stories, step by step, making a mental movie in their mind while they write - Narrative writers rehearse before writing, storytelling aloud as if reliving the event. - Narrative writers elaborate to include action, dialogue, thoughts, and feelings. - Writers make a plan and then write fast and furiously during the drafting stage of the writing process.		
Time Line: September – October	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How do writers become invested in the Writing Workshop? - How do writers develop and successfully execute work plans? - How do writers write with volume, stamina, and speed? - How to writers successfully craft a true story?	Students will understand that... - Narrative writers rehearse before writing. - Narrative writers generate and collect many quick drafts of stories in writer's notebook. - Narrative writers utilize 'show don't tell'. - Narrative writers try to write a page-long entry in one sitting. - Writers revise and edit using checklists and partners. - Writers set goals and self-assess to gain independence. - Writers utilize strategies for generating ideas. - Narrative writers elaborate using step-by-step including actions, dialogue, thoughts and feelings. - Narrative writers storytell, rather than summarize true stories.	



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NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing - W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. - W3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event details. - W3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W3.8 Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. - W3.10 Write routinely over extended time frames (time for research, reflection, metacognition and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Progress Indicators for Speaking and Listening SL3.4 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	
Progress Indicators for Language - L3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - L3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing - L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy	



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PRE AND POST ASSESSMENT

Give the post assessment at the end of the unit.

Before beginning the unit, writer's' complete an on-demand writing prompt as a starting point for instruction. Students should have familiar paper to write on and a supply of additional pages. Do not coach them. Give the following instructions:

"I'm really eager to understand what you can do as writers of narratives, of stories, so today please write the best personal narrative, the best small moment story that you can write. Make this be the story of one time in your life. You might just focus on a scene or two. Please keep in mind that you'll have only forty- five minutes to complete this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows off all that you know about narrative writing. In your writing, make sure you:

- *Write an introduction*
- *Make a beginning for your story*
- *Show what happened, in order*
- *Use details to help readers picture your story*
- *Make an ending for your story*

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher observations
- Prewrites
- Regular collection of notebooks
- Rough drafts
- Partner conversation



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Grammar and Conventions

Sentence Structure

- Use a variety in sentence structure.

Writers review simple sentences (subject, verb/complete thought).

Parts of Speech

- Use subject and verb agreement.
- Use nouns and adjectives correctly.

Tense

- Write in past tense.
- Write in present tense.
- Write in future tense.

Capitalization

- Use a capital letter for the first word of a sentence.
- Use capital letters appropriately to capitalize days, months, city and state names, and specific places.
- Use capitals for names of people and places.

Punctuation

- Use periods, exclamation points, and question marks as ending marks.
- Understand and use quotation marks to indicate simple dialogue.

Writers punctuate dialogue correctly (see Session 16).

Spelling

Writers study high-frequency words, adding to the word wall.

- Writers apply their knowledge of spelling patterns and generalizations (word families/syllable patterns) in writing words.
- Correctly spell high-frequency words.

Correctly spell words with regular letter-sound relationships, including consonant blends and digraphs and some vowel patterns.

Correctly spell commonly used endings.

- Spell most contractions.

Write many compound words accurately.

Paragraphing (see Session 11)

- Writers will learn to group related sentences as a way of organizing.
- Writers elaborate paragraphs by adding step by step actions, dialogue, thoughts, and feelings.



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Teacher Notes

- ☐ Third graders should be able to write a page long entry in one sitting.

Mentor Texts

Come on Rain by Karen Hesse

Other good texts:

Eleven by Sandra Cisneros

Owl Moon by Jane Yolen

Fireflies by J. Brinkloe

A Chair for My Mother by Vera B. Williams

- Teacher's writing notebook to use as a model

Suggestions:

- Remember that this unit is at the beginning of the school year. Draw on what they learned from 2nd grade and refer to these charts and checklists to bridge over to upper grade work.
- Have lots of models available for students. I love to share my own small moment stories, and the kids love that too. But consider grade-level examples beyond those provided in the Units of Study. I share previous student writing with them and use them in lessons as well.

Materials

- Narrative Writing Rubric
- Editing Checklist
- Display previous anchor charts from narrative writing units in 2nd grade
- Your own writing to serve as a demonstration text
- Third Grade student small moment published pieces and drafts
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Writing notebooks
- Drafting booklets

Units of Study: Crafting True Stories Book 1.

GOALS AND MINI-LESSONS

Bend 1: Launching and Writing Personal Narratives with Independence

GOALS: Students understand the kind of writing third graders can do. Writers collect narratives in their writer's notebook. Writers set writing goals and work effectively with a writing partner.

Mini-Lessons

Session 1 - Writers think about the kind of writing they want to make and set goals

- They do this by imagining the kind of writing they want to make and set goals for themselves to write in the ways they imagine. Finally they work hard to reach their goal (use Narrative Writing Checklist on pg. 10).
- Writers study pages from exemplar writer's notebook, gaining a clear picture of the kind of writing they are trying to make and discuss what they noticed. Create a T-chart anchor chart *What Third Grade Notebook Writers...Do/Don't* (see page 9).

Session 2 - Writers generate true story ideas

- They do this by thinking of a person who matters to them, listing small moments, choosing one, and writing a whole small moment story.
- Writers build stamina for writing by pushing themselves to write for 30 minutes of independent writing time (see page 19).
- Writers admire their writing and use stickers to mark the best parts (see page 21).

Session 3 - Writers generate ideas for true stories

- They do this by thinking of a place that matters to them, mapping (sketching and labelling) small moments, choosing one, and writing it.
- When writers finish one story, they begin another (see page 28).
- Writers can be problem solvers, not relying on the teacher to help at every turn (see charts on pages 30-31)

Session 4 - Writers draw readers in by telling their stories in scenes rather than summaries

- They do this by making a mental movie of what happened and telling it in small detail, bit by bit, so that readers can almost see, hear, and feel everything. Zoom in on one small moment and then write that moment bit by bit. Detail the actions and include the dialogue (see charts on pages 37 and 40).

Writing partners work together effectively, helping one another reach their goals (see page 43).

Session 5 - Writers pause to consider what's going well in their writing and what they might try next

- They do this by looking back at their notebook entries to think, 'How have I grown?' They ask, 'What can I do to get better?'
- Writers use the Narrative Writing Checklist to assess their notebook entries, noting what they are already doing and future goals (see page 48).



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- Writers make plans for meeting their goals (see page 54).

Session 6 - Writers edit as they write to make sure their writing is as clear as possible

- They do this by not waiting until they are finished writing to ask, 'Am I correctly spelling the words I know by heart?' Instead writers take an extra second to think, 'Wait! I know that word,' and then spell the word correctly by thinking about how the word looks.
 - Writers use resources in the classroom to help them spell.
 - Writers write with periods and capitals.
- Writers break words into syllables.
- Writers circle words they think are spelled incorrectly and try a few ways to see what looks right.

Bend II: Becoming a Storyteller on the Page

GOALS: Students re-read their writing, select a seed idea, and develop that seed idea by storytelling over and over again. Students will flash-draft, writing a whole draft quickly in a day or two. Students will draft in a booklet, working fast and furiously to relive the moment on the page. Paragraphing is introduced as a way to organize and group related sentences. Students partner up to learn these new upper-grade skills.

Mini-Lessons

Session 7 - Writers rehearse for writing

- They do this by storytelling, re-experiencing the event by telling the story over and over, and telling the story in lots of different ways.
- Writers choose a seed idea from their notebook entries and story-tell their story to their writing partner by tapping each page of their blank drafting booklet.
- Writers rehearse again, this time sketching out the sequence of their story in teeny tiny sketches on one small corner of each page, then story-tell again touching each page.
- Writers begin drafting in booklet (see page 70).
- Writers draft several leads such as with dialogue, small action, or describing the setting.

Session 8 - Writers draft by writing fast and furiously to capture the mental movie on the page

- They do this after thinking, 'Where was I? What exactly was I doing?' Writers fill themselves with the true thing that happened to them, remembering the very start of the episode and story-tell what happened first and then keep their minds fixed on everything that happened and write fast and long without stopping.
- Writers reread to build writing stamina (see page 79).



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Session 9 - Writers revise by studying what other authors have done

- They do this by reading other authors' craft, naming what the author does so they can try it in their writing, and asking, 'What does this author do to make their story so powerful and meaningful? How can we do some of that in our own writing?' (See chart on page 85).
- Writers think, 'What do I want my readers to feel?' (See page 87).
- Writers work with their partners to assess their work, noticing ways they have and have not met their goals (see page 90).

Session 10 - Writers revise by developing the heart of their story

- They do this by rereading their story and asking, 'What is the heart of my story? They find the heart of the story and rewrite that moment making a movie in their mind, slowing it down, and stretching it out bit by bit with descriptive details.
- Writers bring out the internal story using phrases such as, 'I noticed...' 'I wondered...' 'I thought...' (See page 100).

Session 11 - Writers group related sentences into paragraphs and then elaborate on those paragraphs

- They do this by beginning a new paragraph when: there is a new subtopic, time has moved forward, a new person is speaking.
- Writers elaborate short paragraphs (see page 108).

Bend III: Writing with New Independence on a Second Piece

GOALS: Students will write with greater independence and the level of their writing will grow. They will draw on all they have learned referring to mentor texts, anchor charts, and goals they have set. Writers go back into their notebooks to collect more entries, chose a new seed idea, and write another draft. Writers write a second draft in one day, becoming their own job captain to set goals and deadlines when proceeding through the writing process.

Mini-Lessons

Session 12 - Writers draw on all they have learned to begin planning for a second narrative)

- They do this by being their own job captain, thinking back over everything they know how to do and they make a work plan for their writing. Writers refer to anchor charts and a writing progress guide sheet/checklist (see Fig. 12-1 on page 116). Before asking the teacher for help, writers think, 'Do I really need help? Could I solve this on my own?' (see page 117) Writers set new goals for their writing (see page 119).

Session 13 - Writers revise as they write

- They do this by stopping at times and asking, 'Does this show all I know?' and if not, they revise their writing and continue to write.



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Session 14 - Writers replay life events in ways that let readers feel the experience

- They do this by making a movie in their mind, and instead of just watching the movie in their mind. They put themselves inside the movie, and begin drafting by showing, not telling.
- Writers keep the drafting deadline in mind (see page 130).
- Writers make goals for themselves by looking at their past writing and decide what to aim for in future writing (see page 132).

Session 15 - Writers think carefully about the kinds of details they add to their writing

- They do this by including a balance of dialogue with actions, thoughts, and details about the setting.

Session 16 - Writers punctuate dialogue correctly

- They do this by studying what published writers do to punctuate quotations and try to do those exact same things (see chart on page 141).
 - Writers replace summarized conversations with dialogue (see page 143).
- Writers remember to write from inside the moment (see page 145).

Bend IV: Fixing Up and Fancying Up Our Best Work: Revision and Editing

GOALS: Writers decide which piece to publish. Writers craft endings to their stories and use an editing checklist.

Mini-Lessons

Session 17 - Writers revise in big, important ways to bring their writing to a whole new level

- Writers look between their drafts from Bends 2 and 3 and think, ‘Which is the best? Which is good enough that it deserves to be revised?’
- They do this by pretending to be a stranger and rereading their own draft, thinking, ‘Can I follow this? Does it all make sense? Can I add or take away a part to make it clearer?’
- Writers celebrate their growth and reflect on their goals for the unit (see page 154).

Session 18 - Writers carefully craft powerful endings

- They do this by studying mentor texts to notice what published authors did to make their ending powerful and then trying it in their writing.
- Writers reread their draft asking, “What is the important message I’ve conveyed?” Then they mark important actions, words, and images, and draft and ending that relates back to those places.
- Writers draft three possible endings and choose the best one (see page 160).

Session 19 - Writers edit to make their writing exactly how they intend it for readers

- They do this by using an editing checklist, rereading and editing their draft for each item on the checklist.
- Writing partners edit each other’s work (see page 166).

Session 20 - Writers publish their drafts

- Writers rewrite their draft into a final, published piece (see pages 169-172).
- Celebrate each other’s work by sharing and giving compliments.



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Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Students learn about the world around them when they share personal stories about their lives. ☐ Students can read memoirs from famous historical people.	Instructional Strategies
Professional Resources: • Units of Study for Teaching Reading-Teacher's College: <i>Crafting True Stories</i>, Lucy Calkins and Marjorie Martinelli, Heinemann, 2013. • Adapted from Branchburg Township Schools District Curriculum Guide	



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Unit Description: Changing the World: Persuasive Speeches, Petitions, and Editorials - Book 3

In this unit students learn how to write persuasively. They brainstorm opinions to form a thesis statement they feel strongly about, and support that statement with substantial reasons and evidence. They will grow more sophisticated in considering their audience and in the realization that they can tailor their opinions to be more convincing, depending on the audience. Students produce two forms of writing: a persuasive speech they read aloud, and an expository opinion piece such as a petition, letter, or editorial. Students gather evidence by observing, interviewing, asking others, and researching to support their claims and revise and edit using a variety of strategies. Students seek to evoke emotion in their writing and come to see the power in language and word choice. They draft a powerful introduction and conclusion, striving to persuade their reader to empathize and perhaps agree with their statement. Students seek to change the world by observing and noticing problems and potential solutions. This unit is a “baby essay unit,” in that it helps students develop skills that will be called upon when they write literary and persuasive essays.

Writing		
Big Ideas: • Develop a thesis statement with detailed reasons and examples. • Gather and use research from a variety of sources as evidence to support an opinion. • Persuade an audience to agree or relate to an argued position. • Organize opinion sentences into a speech format and deliver it to an audience.		
Time Line: November - December	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
• How do writers write persuasively? • How do writers ensure their audience will care about their opinion?	Students will understand that... • Well-supported opinions can and do change the world. • Writers live wide awake lives, taking in all that is happening around them and writing in ways that move others to action and new thinking. • Writers persuade their readers by stating an opinion or thesis statement, and by gathering a variety of evidence to support that opinion. • Writers use transition words to connect the various parts of their pieces. • Writers consider their audience when tailoring their opinion and word choice.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

Text Types and Purposes

W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

Production and Distribution of Writing

W3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W3.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W3.8 Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

W3.10 Write routinely over extended time frames (time for research, reflection, metacognition and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL3.1 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.

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

SL3.2 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.

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.



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Presentation of Knowledge and Ideas

SL3.4 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.

SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Progress Indicators for Language

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 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.

L3.2 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.

Knowledge of Language

L3.3 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.

Vocabulary Acquisition and Use

L3.4. 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*).

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 STANDARDS AND 21ST CENTURY SKILLS

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

8.1.5.B.1: Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.5.D.1: Understand the need for and use of copyrights.

8.1.5.D.2: Analyze the resource citations in online materials for proper use.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

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

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.



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The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy

PRE AND POST ASSESSMENT

Give the same assessment before and after the unit.

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing, make sure you:

- *"Write an introduction*
- *State your opinion or claim*
- *Give reasons and evidence*
- *Organize your writing*
- *Acknowledge counterclaims*
- *Use transition words*
- *Write a conclusion."*

Use the Opinion/Argument Writing Learning Progression to assess student growth. Students can use the student checklist to self-assess.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment *
 - Published Writing
- Other Evidence
- Conferring notes/records of conferences, small groups
 - Teacher observations
 - Prewrites
 - Regular collection of notebooks
 - Rough drafts
 - Partner conversation

Grammar and Conventions

Sentence Structure

- Produce simple, compound, and complex sentences
- Use a range of complete sentences (declarative, interrogative, exclamatory)

Parts of Speech

- Use specific nouns and verbs to create a strong image in the reader's mind

Paragraphing

- Use transitions to link ideas between paragraphs
- Paragraphs start with a topic sentence and end with a conclusion sentence
- Writers use paragraphs to organize their drafts and use transition words to create a well-structured draft

Capitalization

- Use capitals at the start of a greeting (in a letter), sentence, and for proper nouns



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Punctuation

- Proper use of commas
- Use proper punctuation for quotations incorporated from interviews
- Understand and use ellipses to show pause or anticipation, usually before something surprising
- Break words at the syllables at the end of a line using a hyphen

Spelling

- Utilize a variety of strategies for spelling high-frequency words
- Spell simple and some complex plurals
- Use simple rules for adding inflectional endings to words (drop e, double letter)

Teacher Notes

- Alert colleagues and other school staff to the fact that students will be working to make a difference; students may want to interview teachers/staff or conduct surveys.
- You may want to invite the principal to your class following the first session, during which the class creates a shared speech about a change they want to see in the school. Try to ensure the students ask for something that is within the range of possibility so the principal says yes and takes action quickly.
- The publishing at the end of Bend II can involve filming, so be sure to gather permissions if you intend to post students' speeches online.
- Some students may be timid presenting their speech. To modify, you can have them record their speech into an iPad and have the audience playback the recording later, or explore other potential scenarios to make students feel more comfortable with speaking publicly.
- Students may want to practice recording themselves saying their speech into a device and playing it back to improve their fluency.
- Especially at the beginning of this unit, give students ample time to observe throughout the day (on the playground, in the cafeteria, in the classroom) and to ask questions, share their thinking, and take notes on their thinking.
- Have them draw on what they know about forming opinions to try and create thesis statements that may persuade others.

Mentor Texts

See Heinemann website for sample texts to use as models.

Other suggestions:

- Sample petition on change.org, such as Tell LEGO to Stop Selling Out Girls!
- *Dear Mrs. Larue: Letters from Obedience School* by Mark Teague (a humorous picture book, written in the form of persuasive letters)
- *I Wanna Iguana* by Karen Kaufman Orloff



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- Search change.org for recent petitions that might appeal to kids (be sure to check appropriateness of content)

Materials

- Display previous anchor charts from 2nd grade opinion writing units
- Your own persuasive writing samples to serve as a demonstration text
- Opinion Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Writing notebooks
- Drafting booklets
- Learning Progressions relevant such as the Opinion/Argument Writing Learning Progression
- Student opinion writing samples that need revising and editing
- Anchor charts, including How to Write a Persuasive Speech
- QuickWords Dictionary or Word Wall to display correctly spelled high-frequency words
- Video clips of speeches (such as one by Severn Suzuki) that evoke emotion (see Heinemann website for links)
- Sample petition such as Tell LEGO to Stop Selling Out Girls! (see Heinemann website for link)
- Sample persuasive letters

GOALS AND MINI-LESSONS

Bend 1: Launching Work on Persuasive Speeches

GOALS: Students will write persuasive speeches. The teacher provides a thesis statement as a basis for a shared class topic, and then students will produce at least one or two persuasive speeches in their notebooks a day, writing fast and furiously to draft a speech based on the collective reasoning discussed as a class. As they move through the bend students will state a self-generated claim and provide reason and examples for to create many writing drafts. They will use a checklist to self-assess and set goals. Students will choose a topic to take through the writing process during Bend 2.

Mini-Lessons

Session 1: Practicing Persuasion (pages 2-9)

- Students are immersed in the genre of persuasive speech writing and will learn how to flash-draft a speech. Writers (or speakers) do this type of writing by putting forth an opinion—a thesis statement—and then giving reasons, details, and examples that support that opinion.
- Writers revise their speech making sure their reasons convince their audience.

***Note – During the beginning of the bend students conduct a persuasive boot camp. They have limited background in essay writing, as the Baby Literary Essay is later in the year. It is important to take students through multiple cycles of this practice at the beginning. Keep it simple and use a boxes and bullets format or some sort of list.**

Session 2: Gathering Brave, Bold Opinions for Persuasive Writing (pages 10-19)

- Writers of persuasive speeches take time thinking about their message. They gather, choose between, and try out different ideas for changes they'd like to see in the world. They draw on all they know about opinion writing as they write these entries.
- One way writers of persuasive speeches come up with ideas is by seeing problems and imagining solutions.
- Opinion writers write strong, bold thesis statements.
- Writers share their best work to help others get ideas.

Session 3: Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence (pages 20-29)

- Persuasive writers sometimes write about people who deserve attention—or about places, things, or ideas that do. Instead of looking through the lens of “what’s broken?”, persuasive writers sometimes look through the lens of “what’s beautiful?”
- Writers aim for volume, writing a page or more.
- Writers use the Opinion Writing Checklist Grades 3 and 4 to self-assess that each new piece is better than the last and set goals.



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Session 4: Considering Audience to Say More (pages 30-41)

- Persuasive writers learn a strategy for being more persuasive to their audience: addressing the audience more directly.
- They do this by naming and talking back to the worries or concerns the reader might have, or by asking questions the reader (and they) may have.
- Writers reread their speech with an audience in mind, imagining questions the audience might ask.

Session 5: Editing as You Go (pages 42-50)

- Writers don't want until they finish writing to edit. As they write, they consider their audience and take time to spell what they know by heart correctly to make sure their pieces are clear.
- Writers use spelling tools (charts, word walls, partners, spell-check, etc.) to spell well.

Session 6: Taking Stock and Setting Goals (pages 51-58)

- Students learn that whenever writers want to get better at something, it helps to pause, self-assess their writing, and make plans for future work. They should ask, 'Am I getting better? What should I work on next? What will help me to get better?'
- Writers use their partners to ensure their goals are suited to them and they have a plan to achieve their goals.

***Note – Writers choose a seed idea that they will develop in the next bend.**

Bend II: Raising the Level of Persuasive Writing

GOALS: Writers will work on one piece for an extended period of time, taking it through the writing process. Writers will use facts and details to support reasons, rather than just listing reasons. Students will write long about their topics, categorize the evidence they collect, and decide which evidence belongs in their speeches. Each student will deliver his or her speech to at least a small group.

Mini-Lessons

Session 7: Gathering All You Know about Your Opinion (pages 60-69)

- Writers collect evidence for their opinions first by gathering all they know about their topic and then by planning for their research.
- Writers gather evidence to get informed about what they don't know about their topic by going online, finding a book, asking someone, and/or taking a survey.
- Writers can gather information by observation.

Session 8: Organizing and Categorizing (pages 70-78)

- Writers organize and categorize their evidence. One way they do this is by figuring out several possible ways to group (or to make categories) out of evidence, then deciding on one way that seems to work best. Once the evidence is grouped in a way that makes sense, writers can easily see where they have a lot of evidence and where more evidence is needed.
- Writers make a plan to gather more evidence.

Session 9: For Example: Proving by Showing (pages 79-86)

- Writers make their speeches more persuasive by providing examples to show what they are saying. Some of these examples are mini-stories.
- Writers make sure their evidence matches the opinion and reasons.
- Writer may shift between writing about the present, past and the future, and these shifts in time need to be accompanied by shifts in tense.

Session 10: By Considering Audience, Writers Select and Discard Material (pages 87-94)

- Students embrace the notion of writing for an audience by considering what effect they want their speeches to have and selecting the most convincing material.
- Writers think, 'What do I want my audience to think or do after reading my speech?' Then they make sure every part of their speech works toward that goal.
- Writers organize their writing into sections to prepare for drafting.

Session 11: Paragraphing to Organize Our Drafts (pages 95-102)

- Writers use paragraphs to organize their drafts and use transition words to construct a cohesive draft. They do this by looking for where a new idea begins then beginning a new paragraph. Some sections have just one paragraph, while others have more than one.
- Writers use transition words to link different parts of their opinion writing.

Session 12: Choosing Words that Sound Right and Evoke Emotion (pages 103-111)

- Through the process of inquiry, writers learn what makes for an effective and powerful speech and revise in light of their observations.
- Some of the ways they make their speeches more powerful is by directly addressing the audience, repeating key phrases, including a personal story, using specific nouns and verbs, and saying the exact thesis bravely and boldly.
- Writers look for ways to add an emotional punch by deciding what emotion(s) they want an audience to feel and then revising it to bring

out that emotion.

Session 13: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication (pages 112-116)

- Writers take their time to proofread their errors. They do this by using an editing checklist to proofread their drafts, and working with a partner.
- Writers take a hard look at their piece by checking it with their goals in mind.

***Note – During today's share or the next day, writers practice rehearsing with partners in preparation for a mini-celebration. Speeches can be filmed or delivered in small groups to one another or to the audience for whom the speech was intended.**

Bend III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters

GOALS: Students will transfer and apply everything they learned about speech writing to other types of opinion pieces. Students will go through the writing process more quickly and with greater independence, generating ideas, planning, drafting, revising, and editing their new opinion writing piece. Students will learn strategies for raising the level of their work. They will publish a second piece at the end of this bend.

Mini-Lessons

Session 14: Inquiry into Petitions (pages 120-127)

- Students learn that there are different forms of opinion writing, including persuasive speeches, letters, and petitions, and that writers tailor their writing to fit the qualities of each form of opinion writing.
- Students notice the techniques all opinion writers use: giving a thesis statement, listing reasons, addressing the audience, giving evidence to support reasons, and using transition words.
- Students think of a new topic to write about, and the form of opinion writing that would be best.

Session 15: Becoming Your Own Job Captain (pages 128-135)

- Writers hold themselves accountable for meeting deadlines by making work plans. They do this by thinking, "What do I need to do first? Next?"
- Writers can be their own problem solvers, specifically by utilizing all that has been taught (and charted) previously.
- Writers remember to use evidence to support their claims.

Session 16: Gathering a Variety of Evidence: Interviews and Surveys (pages 136-140)

- Writers have a variety of ways to collect evidence to use in persuasive pieces, including surveys and interviews. They do this by asking questions to help them get information to prove their points.

Session 17: Revising Your Introductions and Conclusions to Get Your Audience to Care (pages 141-148)

- Opinion writers revise their introductions and conclusions, trying out several different ones, before deciding which will have the biggest impact on their audience. In an introduction, they may ask a question, explain the importance of their topic, tell a surprising fact, or give background information.
- Writers refer back to their goals to make sure they are doing all the things they have learned to do.
- Writers make their conclusions stronger by talking straight to the audience for a call to action and stating their position again .

Session 18: Taking Stock Again: Goal Setting with More Independence (pages 149-156)

- Writers take note of the progress they have made, assessing their work against a checklist or goal sheet and setting new goals for themselves as writers.
- Writers revise not just their current draft, but also their on-demand pieces from the beginning of the unit and their speeches from Bend II.

Bend IV: Cause Groups

GOALS: Student groups will work collaboratively to convince others to act for their cause through writing speeches, editorials, or petitions. Students will publish their third and final piece, deciding where in the world the text should go to reach their particular audience.

Mini-Lessons

Session 19: Tackling a Cause (pages 158-163)

- Writers who are trying to make a real-world difference can address a cause from different angles. They do this by asking, 'Who can help me solve this problem?' and 'Who might be causing this problem?' until they have thought of different audiences and ways to reach them.
- Group members work toward their personal goals.
- Groups will create a proposal using a template.

***Note – Create cause groups prior to this lesson. Since students will be well versed in taking themselves through the process, your teaching can focus on helping students incorporate research into their writing.**

Session 20: Becoming Informed about a Cause (pages 164-171)

- In order to be as informed as possible, writers do background reading on a cause to help them change their ideas and to be convincing.
- Writers use domain-specific words to sound like experts.
- Groups create webs of what they learned through researching their topic.

***Note – See page 171 for a list of helpful research links on a variety of topics.**

Session 21: Yesterday's Revisions Become Today's Drafting Strategies (pages 172-175)

- Writers bring all the revision work they have learned to their drafts. They do this by referring to the Opinion Writing Checklist, anchor charts, and list of goals to revise as they draft.

Session 22: Getting Our Writing Ready for Readers (pages 176-183)

- Writers make sure their writing is free of errors so that their readers take them seriously and are convinced of their opinion. They do this by using an editing checklist and professional proofreader marks to correct the spelling and punctuation mistakes.
- Writing partners help proofread.
- Writers think, 'Where in the world will my published piece go?'

Session 23: Celebrating Activism (pages 184-190)



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- Choose a way to celebrate students' work.

Interdisciplinary Connections	Instructional Strategies
<i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Students can choose topics related to math, science or social studies. For example, they could write about the importance of keeping the Earth clean, or how smoking is bad for your health. They could write about how as citizens we should uphold the laws of our community or why New Jersey is a great place to live. They could write about the importance of learning their multiplication tables.	
Professional Resources: • Teachers College Reading and Writing Project's Grade 3-Unit 3: <i>Changing the World: Persuasive Speeches, Petitions, and Editorials</i> by Lucy Calkins and Kelly Boland Hohne, Heinemann, 2013. Units of Study in Opinion, Informational and Narrative Writing • Adapted from Branchburg Township Schools District Curriculum Guide	

Unit Description: The Art of Information Writing – Book 2

In this unit students learn how to write informational text with the goal to teach others about topics on which they are experts. They learn organizational structures, including text features, for creating a nonfiction book, which help their readers. They practice writing like a paper chain, with each paragraph of information connecting to the last through transitions and chapter headings. They practice putting information into their own words and learn how to write skillful introductions and conclusions. They learn many ways to elaborate on their topics by balancing facts and ideas, and including details, descriptions, quotes, and definitions. They conduct “fact checks” to ensure they are using information backed by text. Students also learn how to successfully revise and edit informational writing with a combination of new and already learned strategies. Finally, after publication, students prepare to teach their knowledge to younger students. This unit sets the foundation for the upcoming Writing About Research unit.

Writing		
Big Ideas: - Organizational strategies, such as the use of text features and transitions, help readers understand written nonfiction - Writers use what they know about a topic as well as researched information to teach nonfiction - Writers incorporate their own ideas into writing informational nonfiction		
Time Line: January – February	Duration of Unit – 5 weeks	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>	
- What are important qualities of good informational writing? - How do writers draft information books, incorporating all they know about a topic?	Students will understand that... - Writers can teach others about a topic on which they are an expert, sharing ideas and knowledge with others in different formats. - Writers of informational text consider the structure of their writing before drafting. - Writers use different organizational strategies to categorize information. - Writers elaborate upon their information in a variety of ways. - Writers utilize partners to improve their work.	



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NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

Text Types and Purposes

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.

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

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.

Research to Build and Present Knowledge

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.

Range of Writing

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.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

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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.

Presentation of Knowledge and Ideas

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.

Progress Indicators for Language

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 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.



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Knowledge of Language

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.

Vocabulary Acquisition and Use

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 AND 21ST CENTURY SKILLS

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

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

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

8.1.5.B.1: Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.1: Understand the need for and use of copyrights.

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.



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8.1.5.D.4: Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. 8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: - Multicultural and Cultural Competency Perspectives - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy	
PRE AND POST ASSESSMENT	
Students should have familiar paper to write on and a supply of additional pages. Give the following instructions: <i>"Think of a topic you've studied or that you know a lot about. I'm really eager to understand what you can do as informational writers, so today, will you please write the best informational (or all-about) text that teaches others interesting and important information and ideas about that topic. You'll have only 40 minutes to write this text, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about information writing."</i>	
In your writing, make sure you: • Write an introduction • Elaborate with a variety of information • Organize your writing	• Use transition words • Write a conclusion"
Use the Information Writing Rubric to assess student growth.	



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Formative and Summative (*) Assessments:	Other Evidence
• Pre-assessment/Post-assessment * (online resources) • Published Writing	• Conferring notes/records of conferences, small groups • Teacher observations • Prewrites • Regular collection of notebooks • Rough drafts • Partner conversation
Grammar and Conventions	
Sentence Structure • Use conventional structure for both simple and compound sentences. Parts of Speech • Use of pronouns (Session 16). Figures of Speech • Use of metaphors (Session 12). Paragraphing • Chunking sentences into paragraphs to break up and organize information. • Proper indentation to start a paragraph. Capitalization • Use capitals to start the first, last, and most other words in a title. • Use all capital letters for a head or for emphasis. Punctuation • Punctuation is especially vital to information writing. Writers study exemplar text's punctuation and try to use it in their own writing. • Proper use of colons, dashes, and parentheses. • Punctuating with paragraphs (Session 16). • Use commas to identify a series. Spelling • Spell words that have been studied (word study). • Spell many one and two syllable words, that have vowel and <i>r</i>, correctly. • Write common abbreviations correctly.	



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Teacher Notes

- In an earlier version of this unit, teachers took to calling the texts students wrote as “all-about” books. That is not exactly right, because the unit calls on students to choose a narrowed and structured focus on a topic (e.g., offense in basketball; caring for a dog) and not simply write all about the topic (e.g., basketball; dogs) in broad strokes.
- Use a variety of informational books to model lessons; consider topics that are relatable or interesting to students, but not the topics they may choose to write about.
- Think of your own topic to use for demonstration—don’t convince yourself you’re not an expert on anything. What are your passions? Hobbies? Obsessions? What do people always ask you about? What are you involved in, where do you go, or what do you do often that might intrigue your students?
- **Bend IV - *Note – Students will ideally write about a topic you’ve been studying in social studies.**

Mentor Texts

- *National Geographic Readers: Deadliest Animals* by Melissa Stewart
- *VIP Pass to a Pro Baseball Game Day: From the Locker Room to the Press Box* by Clay Latimer (Sports Illustrated for Kids Books)

Suggestions:

- DK Readers are good choices (especially the early chapter book varieties)
- National Geographic for Kids
- Sports Illustrated for Kids

Materials

- Display previous anchor charts from informational writing units-see Grade 2
- Your own writing to serve as a demonstration text
- Grade 3 Learning Progressions
- Sample student pieces (See pages 123-126).
- Informational Writing Checklists, Grades 3 and 4
- Writing notebooks
- Mentor texts (see Suggestion, above)
- Variety of informational books, based on student expertise and interests



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- Drafting booklets
- Previously drafted class book (if applicable) or sample student work for students to study, revise, and edit
- Colored pens for editing
- Abbott and Costello's *Who's on First?* (for Session 16)
- Excerpt or quote on revision from a professional writer (for sessions 13 and 18)
- Speeches, lectures, guidebooks, or brochures (for Session 19)

GOALS AND MINI-LESSONS

Bend 1: Organizing Information

GOALS: This bend is brief. Students will quickly choose a broad topic in which they are an expert. Students will learn that a table of contents can be a tool for structuring an expository piece. Students will try out different text structures to determine how to organize their piece before drafting. Students are taught to heavily rely on structure in the early drafting process. They also learn ways in which the base structure of the text can also become the base structure for each fully fleshed subsection.

Mini-Lessons

Session 1: Teaching Others as a Way to Prime the Pump (pages 2-11)

- Students learn to think of information writers as teachers, and that information writers organize information as they write, like organizing for teaching a course. To do this, they name the important things they'd teach across their fingers, and when they teach, they tell a main point and then fill in some details or thoughts about that main point.
 - Writers use their teaching as a rough draft and a source for insight about this genre. As they teach, they think about how their books might go.
 - During the "share" portion of the lesson, writers write long on their topics, filling pages with all they know.
- *Note – Prior to Session 1, students should have decided on a topic in which he or she has expertise. Some students will say they are experts on a topic but cannot tell you enough. You'll need to verbally rehearse with those students to select a topic they can speak about a lot. This is important because the focus should be on informational writing, not on researching.**
- *Note – They will spend most of today's lesson teaching (or making plans to teach), not writing, about their topic.**

Session 2: The Power of Organizing and Reorganizing (pages 12-20)

- Students will learn that writers often brainstorm several different ways to organize their informational writing. Writers structure subtopics and doing this is an important part of planning. Finally, writers decide on a final plan and jot down their table of contents with chosen subtopics.
- Writers revise their table of contents making sure their book has a logical structure.

Session 3: New Structures Lead to New Thinking (pages 21-30)

- Students learn that by considering different organizational structures, writers can allow themselves to think about a topic in new ways. They go through a process of trying to structure their writing in various ways instead of settling immediately on one way.
- They do this by exploring different structures (boxes and bullets, cause and effect, problem and solution, pros and cons, compare and



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- contrast), noting how those structures affect the way they think about a topic. Writers star the structures they may use for their book.
- Writers collect information to go in each chapter in order to prepare for drafting.

Session 4: Laying the Bricks of Information (pages 31-34)

- Students learn that information writers build a book by putting pieces of information alongside each other. One way writers do this is by first analyzing a passage from an exemplar text noticing how published authors put facts together. Then they write fast and furiously in their own book, beginning with a chapter they consider the easiest to write.

Session 5: Organization Matters in Texts Large and Small (pages 35-43)

- Students learn that the organizational skills writers use for their tables of contents can help them plan their chapters as well. Writers then make plans for each chapter, making sure the organization they planned will actually come out in the drafted chapter.
- Writers use the Information Writing Checklist, Grades 3 and 4 to try to master the third grade goals. They do this by looking over their piece of writing and the third grade exemplar piece, seeing how it meets the third grade expectation.

Bend II: Reaching to Write Well

GOALS: Students will draft and revise at the same time. Students will use concrete strategies to lift the level of their work.

Mini-Lessons

Session 6: Studying Mentor Texts in a Search for Elaboration Strategies (pages 46-54)

- Students learn various strategies to develop their informational books. They use mentor texts as a way to learn more about elaboration and to help them apply these ideas to their own writing.
- Informational writers use transitional words to glue their text together.

Session 7: Making Connections within and across Chapters (pages 55-62)

- Students learn how to connect the information in their chapters using different transitional strategies and phrases. They look to a mentor text for ideas about how best to transition in their own informational books.
- Writers use resources to help them spell.
- Writers look between the Information Writing Checklist, Grades 3 and 4 and their latest writing, checking what goals their writing meets and what goals they are still learning. Writers then set new goals.

Session 8: Balancing Facts and Ideas from the Start (pages 63-70)

- Students learn the art of balancing interesting facts with engaging style. They use revision strategies that encompass both structure and word choice that will enhance their voices in their drafts.
- Writers elaborate short sections by filling a page, writing with a lot more detail and with more ideas.
- Informational writers balance between big ideas and small examples, details, and explanations (see page 70).

Session 9: Researching Facts and Ensuring Text Accuracy (pages 71-78)

- Students learn that informational writers are actually researchers, and use resources for finding more information to enhance their informational books.
- Information writers include topic-specific vocabulary words in their book. They learn from published authors how to incorporate expert vocabulary into their writing.

Session 10: Reusing and Recycling in the Revision Process (pages 79-81)

- Students learn that writers have the courage to make large scale revisions. They do this by asking, 'How can I say this in other words that will help people understand?'
- Writers use mentor texts to notice places they admire and then try some of those things in their writing.

Session 11: Creating Introductions through Researching Mentor Authors (pages 82-88)

- Students use an inquiry process that asks them to consider introduction strategies of mentor texts.
- Writers do this same work, studying mentor texts, when crafting powerful conclusions.

Bend III: Moving Toward Publication, Moving Toward Readers

GOALS: Students prepare for publication by keeping in mind their audience, fact checking, using text features, and being aware of grammar and conventions.

Mini-Lessons

Session 12: Taking Stock and Setting Goals (pages 90-97)

- Students learn how to review their information writing using a checklist or mentor texts and then how to make a plan for revision. They stop and ask, 'What is working already?' and 'What do I still want to do to make this as strong as possible?'
- Writers draw on narrative writing skills to insert small moment stories in their informational book.
- Writers consider using comparisons or metaphors to begin or end their writing.



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Session 13: Putting Oneself in Readers' Shoes to Clear Up Confusion (pages 98-104)

- Students learn additional revision strategies for clearing up confusion in their work, including imagining a different perspective, and role-playing with a partner.
- Writers apply coordinating conjunctions and subordinating conjunctions properly.

Session 14: Using Text Features Makes It Easier for Readers to Learn (pages 105-114)

- Students learn the ways text features can enhance their information writing and work to choose the most appropriate features for their books. They do this by thinking, 'Will that text feature help readers?' and they only include the one that will really help readers. They think what the text is mainly about, and that helps them decide what should be popped out or highlighted.
- Writers print out images from the computer to enhance their text features.
- Writers refer to mentor texts to get ideas of what text features they might include and how to best use them.

Session 15: Fact-Checking through Rapid Research (pages 112-114)

- Students learn that when information writers get close to the end of their projects, it is important that they check the major facts they've included to make sure they are accurate. One way to do this is to scan their drafts for facts they are unsure of and then quickly look to another source (or two) to confirm if they are true. If not, they revise those facts.
- Writers fact-check their text features, such as the labeling and details on diagrams, glossary definitions, the facts in charts, and so on.

Session 16: Punctuating with Paragraphs (pages 115-126)

- Students learn that when information writers are editing, they keep a close eye on the way they use paragraphs, one of the most important organizing structures.
- They do this by looking for long chunks of text, then rereading it carefully looking for where ideas change, then breaking the text up to make it more readable by inserting the paragraph symbol.
- Writers edit using a different colored pen.
- Writers edit their pronouns by spelling them out, making sure the reader will know who's who and what's what (pronoun-antecedent connections).
- Writers celebrate by using their finished informational books as a lesson plan to teach others.

***Note – To help students understand the pronoun-antecedent connection (or more so the importance of clarity), it is suggested you play the famous Abbott and Costello "Who's on First?" skit.**



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Bend IV: Transferring Learning From Long Projects to Short Ones

GOALS: Students will work with greater independence by transferring skills to a new piece.

Mini-Lessons

Session 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit (pages 128-133)

- Students learn how to transfer the skills they've learned in this unit to plan and draft for a content-specific information text.
- They do this by using what they know about planning well-organized informational texts, whether they are writing a book in writing workshop or writing an article in social studies.
- Writers make a plan by considering different text structures, and then move rapidly to drafting. They draft their short text in a day or two.

***Note – Students will ideally write about a topic you've been studying in social studies.**

***Note – Writers will draw upon everything they have learned to write about a new topic. This time they will write a short text, including subsections rather than chapters, doing so in just a few days.**

Session 18: Revising from Self-Assessments (pages 134-141)

- Students learn that writers need to compare their plans to their drafts and are reminded of different strategies to revise either the original plan or the writing. Writers think, 'Did I do what I set out to do? Did my plan work? Finally writers ask, 'What work still needs to be done? What can I improve on?' using all they know about revision, and jotting a to-do list.
- Writers ask a set of questions to determine if their draft is done (see chart on page 140).

Session 19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills (pages 142-151)

- Students learn that the skills they used to write their information books can be transferred to other sorts of information writing and can be used quickly, on the run. Specifically, they can reimagine the text they have already written as a speech, a brochure, or an article.
- Writers use a variety of resources to make their work better, such as charts, maps, checklists, or books.
- Writing partners double-check one another's work.

***Note – Students have two days to rewrite their writing, putting it into a new form and angling it for an audience.**

Session 20: Bringing All You Know to Every Project (pages 152-157)

- Students learn to draw on all they know as they finish up their projects. They do this by looking through their work to find a place where they did something they could remind other students to do.



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- Writers read each item on the Information Writing Checklist Grades 3 and 4 and assess their latest piece of writing.
- Writing partners hold each other accountable by looking over each other's checklist and talking back to each other, saying things like, 'Show me the evidence.'

Session 21: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students (pages 158-159)

- Students celebrate their accomplishments by sharing their knowledge on topics to a younger audience.

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- ☐ Students are encouraged to write about social studies and science topics they have studied already in 3rd grade or last year in 2nd grade.
- ☐ Students are encouraged to include charts, maps, statistics, measurement, timelines, or other elements to their writing.

Professional Resources:

- *The Art of Information Writing*—Grade 3, Unit 2 Teacher's College. Lucy Calkins and M. Colleen Cruz, Heinemann, 2013. Units of Study in Opinion Informational and Narrative Writing
- Adapted from Branchburg Township Schools District Curriculum Guides



Unit Description: Baby Literary Essay – Curricular Calendar

In this unit, **Baby Literary Essays**, students form opinions about characters in books and short stories, as well as the lessons these stories teach. This unit is “baby” because it sets the stage for future expository work, teaching students to develop and support ideas about literature and using text evidence to ground their thesis statements. Students will also not only learn the structure of an essay, but will learn to read and reread a text in search of evidence, to cite it (by quoting or paraphrasing), and to connect the evidence back to the overarching idea they are seeking to prove. At the start of the unit, students study the process of writing with a few sample texts and focus on collectively generating thesis statements. Students move on to draft a few literary essays, learning to read texts in search of defensible ideas. At the end of the unit students will be able to apply this structure to write about both fiction and nonfiction text. Students will write about their reading in order to explore the groundwork necessary for writing formal essays written in 4th grade. Students use what they know from Unit 3: Changing the World—Persuasive Writing as a foundation for this unit as well as Unit 1: True Stories for generating seed ideas.

Writing		
Big Ideas: - Respond to texts for a variety of purposes and in various ways - State opinions or ideas about a text clearly - Support ideas with elaboration and evidence from the text - Literary Essays are the way readers write about the books they read - Students can write about both fiction and nonfiction text in an essay form		
Time Line: February – March	Duration of Unit – 5 weeks	Enduring Understandings
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>	
- How can I write an essay that states a strong opinion about a text and supports it clearly with evidence from the text? - How can I begin to develop my own opinion or thesis by	Students will understand that... Readers find meaning in literature and can organize their thoughts about reading into a literary essay.	



thinking, talking, and writing about a story? • How can I use everything I know about supporting an opinion with details from a story to support ideas or opinions with evidence from <i>any</i> text, including nonfiction?	• Readers use writing to help organize and clarify, as well as express, thoughts. • Readers may have an opinion about what a text means, but some opinions are more supported by text evidence than others. • Essayists gather evidence to support their claims, elaborating on, and crafting their arguments. • Writers can raise the level of essay writing by being organized and specific.
NEW JERSEY STUDENT LEARNING STANDARDS Progress Indicators for Writing Text Types and Purposes W3.1 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. W3.2 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. Production and Distribution of Writing W3.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W3.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. Research to Build and Present Knowledge W3.8 Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Range of Writing W3.10 Write routinely over extended time frames (time for research, reflection, metacognition and revision) and shorter time frames (a single sitting	

or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening Comprehension and Collaboration

SL3.1 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.

SL3.2 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.

Presentation of Knowledge and Ideas

SL3.4 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.

SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Progress Indicators for Language

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.

L3.2 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.

Knowledge of Language

L3.3 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.

Vocabulary Acquisition and Use

L3.4. 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.

L3.5. 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*).

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 STANDARDS AND 21ST CENTURY SKILLS

- 8.1:** Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- 8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.5.B.1:** Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
- 8.1.5.C.1:** Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- 8.1.5.D.1:** Understand the need for and use of copyrights.
- 8.1.5.D.2:** Analyze the resource citations in online materials for proper use.
- 8.1.5.D.3:** Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
- 8.1.5.D.4:** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
- 8.1.5.E.1:** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

PRE AND POST ASSESSMENT

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

"I'm really eager to understand what you can do as Opinion writers. Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will have forty minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. Draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have forty minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting. In your writing, make sure you:

- *"Write an introduction*
- *State your opinion or claim*
- *Give reasons and evidence*
- *Organize your writing*
- *Acknowledge counterclaims*
- *Use transition words*
- *Write a conclusion."*

Use the Opinion Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher observations Prewrites
- Regular collection of notebooks
- Rough drafts
- Partner conversation

Grammar and Conventions

Sentence Structure

- Produce simple, compound, and complex sentences.

Paragraphing

- Use transitions to link ideas between paragraphs.
- Paragraphs start with a topic sentence and end with a conclusion sentence.

Capitalization

- Use capitals at the start of a sentence and for proper nouns.

Punctuation

- Proper use of commas.

Spelling

- Utilize a variety of strategies for spelling high-frequency and content-related words.

Teacher Notes

- Select texts that match students' reading levels; they can't write about texts they struggle to read and comprehend.
- Students need lots of modeling and examples. See examples in the back of the curriculum maps. They are not writing full 5-paragraph essays!
- It may be worth having students pre-read the short texts. Then they can revisit them with the purpose of growing ideas and searching for evidence. They can highlight, mark up text, and write notes in the margins of the text copies.

Mentor Texts

- Bend I: *Those Shoes* by Maribeth Boelts
- Bend II: *Because of Winn Dixie* by Kate DeCamillo
- Bend III: *Harry Houdini: Chained to Magic* (from the expository text set in Unit 3: Reading to Learn)

Suggested Texts for Students:

- *Fly Away Home* by Eve Bunting
- *The Stories Julian Tells* by Ann Cameron
- *A Letter to Amy* and *Peter's Chair* by Ezra Jack Keats
- *William's Doll* by Charlotte Zolotow
- *Brave Irene* by William Steig
- *Wilma Unlimited* by Kathleen Krull
- *Jamaica's Find* by Juanita Havill
- *Chrysanthemum* by Kevin Henkes

Suggestions:

- Scaffold instruction so that students work together and with the teacher. During Bend 1 and the start of Bend 2, they will be planning their essays almost entirely together. As they approach Bend 3, they are generating their own ideas and going through the process almost completely independently.



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Materials

- Refer to previous Growing Ideas learning progression
- Literary Essay examples (see attached samples)
- Short stories, novels, or picture books children are familiar with from Reader's Workshop
- Familiar read-alouds from Reader's Workshop; refer specifically to Unit 1: Character
- Short nonfiction texts
- Independent reading books
- Display previous anchor charts from narrative writing units and character units
- Your own writing to serve as a demonstration text
- Opinion Writing Checklists
- Writing notebooks
- Drafting booklets
- Teacher's College Units of Study Grade 3-Unit 3: Changing the World
- Teacher's College Units of Study Grade 3-Unit 2: Reading to Learn

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Structuring Essays about Stories

GOALS: Students develop a familiarity with structure and organization of essay writing by starting with an essay ‘boot camp’ during which they engage in the shared planning and writing of an essay about a story. They learn to state an idea clearly, find details to support the idea, and then craft an essay from beginning to end. Students write several essays and become skilled at choosing and evaluating details to support an idea, cite text evidence clearly, and organize their writing into paragraphs. Students will learn transitional phrases for incorporating evidence, engaging their audience, and commenting on evidence by unpacking its relevance for readers.

*** Note – The goal of Bend I is multiple essays, with the idea that repetition is key to learning any new skills. The work of this bend will be to help students become accustomed to making a big, bold opinion about a character, including evidence from the text, and elaborating on that evidence.**

Suggested Mini-Lessons

Session 1: ‘Boot Camp’ for Essay Writing: Writers Grow Ideas about Text

- Coach students through the entire essay-writing process, from coming up with a shared idea about a character to flash drafting a fast essay.
- Readers often share ideas about stories they have read together. Then they work together to gather evidence for this idea.
- Students learn that once you have a clear claim you don’t just let it go, you support it with evidence.
- Refer to previous lessons and charts about growing ideas about text. Study a short text and jot down thinking together.

*** Note – However you choose to select an idea to write about today, keep the selection process brief, with the majority of time devoted to writing an essay.**

*** Note – Provide students with copies of the text. Encourage students to reread the text with a partner and underline parts of the text that support the claim. Take notes on students who are struggling so you can work to support them starting now.**

Session 2: Rehearsing Before Writing

- Students learn that people who write essays often find it helpful to practice, or rehearse their ideas and evidence before going off to write. They might take the idea about the text they’ve chosen and write an essay about the idea by writing it ‘in the air.’
- Students verbally rehearse their essay with a partner, and then go off and draft their essay.

*** Note – For some students, this can be done in a boxes and bullets format, if preferred.**

Session 3: Trying Again: A Second Day of Quick Rehearsal and Drafting

- Students learn that brief summaries of the text is one kind of evidence they can use. Lifting exact lines (not whole paragraphs!) and quoting from the text can be another.
- Students don't revise this first essay, but instead, choose a second thesis, find evidence to support that thesis, rehearse the second essay in the air, and begin drafting.

*** Note – This second essay may not have a conclusion; that is, it may not even be entirely finished. Your students will have time to go back to these drafts and address any missing parts later in revision.**

Session 4: Writers Use Evidence That Can Be Tracked across a Text to Support a Claim

- Students learn that some ideas help readers write across the whole text - the beginning, middle, and end, especially ideas about character change or lessons characters learn.

*** Note – Students rapidly draft a third literary essay, which will likely not have a conclusion. This time, they explore taking into consideration the whole text—beginning, middle, and end.**

Session 5: Lifting the Level of our Flashdrafts

- Students learn that writers don't just plop evidence into their essays. Instead, they lead into their evidence with transitional phrases, and then they elaborate on their evidence by explaining why it matters. They use words such as 'This is important because...' or 'The character could havebut instead...'
- Students work with a partner to revise their drafts.

*** Note – You may want to bring out older charts on how to lead into evidence and phrases used to show why their evidence matters.**

Session 6: Self-Assessment and Goal-Setting

- Students learn that writers revise and edit to make their writing stronger, based on checklists to self-assess, and goals they create for themselves.
- Students learn that writers ask themselves questions like, "What have I done well?" and "What do I need to work on?" to determine their revision work for the day.
- Students choose one essay to revise, edit, and publish.

*** Note – Some revision topics you may pull groups to teach: using paragraphs; writing brief introductions and conclusions; elaborating with the use of sentence starters; spelling high frequency words; punctuating the complex sentences they create (especially if they are quoting, or writing long list-like sentences)**

*** Note – To celebrate at the end of the bend, you might set aside a few minutes and invite students to get into small groups and show each other their favorite essays. They should give each other compliments, and pat themselves on the back.**

*** Note – Students need not to worry about reasons *and* evidence for their claims. They will do this more complex work in 4th grade. Students don't need a paragraph to each reason and then find multiple pieces of textual evidence to support it. What they *will* be responsible for is to create a brief opening, state their claim, list their reasons (or evidence), elaborate on some of the evidence provided, and end with a brief concluding statement.**

Bend II: Raising the Level of our Literary Essays

GOALS: Students focus on techniques and strategies for lifting the level of their writing. They gain more independence as they move through the drafting and revision cycle a second time. Students begin the bend with a new text, and work in teams to come up with possible thesis statements. Students rehearse and then flash draft an initial essay, with less support and instruction as in Bend 1. Using *Those Shoes* as a model, students learn techniques for raising the level of introductions and conclusions, and for creating cohesion across their essays.

Suggested Mini-Lessons

Session 7: Writers Use Previously Learned Strategies to Help Them

- Students learn to think about character traits, character change, and lessons characters learn.
- Writers take a stance. They tell the world what they think. They want their claims to be clear and strong, not weak and wishy-washy.
- One way that writers can strengthen their claims is by taking out the stems (“I’m noticing,” “I think”) that they use when writing about their reading.

*** Note – You might invite students to gather with their book club (if they are in one from reading workshop) and begin to think about some big, bold opinions about characters in those books. Or, you might lay out several copies of a variety of familiar short texts, allowing students to form groups around the texts they want to write about.**

*** Note – Some teachers have found that no matter how hard they teach into idea development, their students struggle to create thesis statements that can be defended in an essay with ample evidence. Give your students an opportunity to try the work below, but also feel free to co-author some possible thesis statements. Once students have an idea they can run with, they’ll often be able to keep going.**

Session 8: Using What We Know

- Students learn that writers use all they know about drafting literary essays to write well. They do this by having charts, checklists, other resources at hand, setting goals as they draft.

Session 9: Finding More Ideas

- Students learn that writers develop strong claims by studying the relationships between characters. They do this by noticing parts when two characters interact and ask, “What’s interesting or unusual about their relationship?” Then they write about their ideas in their

notebook.

- Writers rehearse a few different essay ideas, and then commit to one and begin to draft it.

*** Note – By the end of this day (or the next if writers need one more day to draft), writers will have flash drafts of two possible essays.**

Session 10: Strong Introductions

- Students learn that writers include a strong introduction in their literary essay. They do this by including the title of the story and stating a big, bold opinion. It might, as well, include a little sentence about the story that is a hook.
- Writers write introductions on both of their essay drafts, and revise them.

Session 11: Starting Anew: Using All You've Learned

- Students learn to find evidence from different parts of the text; look at the beginning, middle and end, pulling an example from each one. Or, you might think, 'Is there another part of the story that might have an example for me to use?'
- Students are reminded that as they test their ideas, using the generating strategies they know (opinions about character traits, change, lessons, and relationships), they should also test their evidence.

Session 12: Ranking Evidence

- Students learn it's important to use the strongest evidence. They do this ranking their evidence from strongest to weakest.

*** Note – For strugglers, you can provide a variety of note cards containing evidence for the class claim (including some pieces that don't support the claim) and have students work to determine which pieces could be used and which could not. After this group practice, students can do the same work with their own claims.**

*** Note – Finding relevant evidence, evidence that fits the claim, is a hard skill for children and may need re-teaching. Make sure students have claims that can be supported by evidence and if not, they should discard that claim.**

Session 13: Conclusions

- Students learn that in a conclusion, writers often restate their opinion, and offer some extra thinking. They might state why they like the book or why the story is important, or a lesson the reader learns.

*** Note – Students should work to revise and add conclusions to all of their previous drafts.**

Session 14: The Language of Big, Bold Opinions

- Students learn writers make precisely true statements about their characters. They need to qualify their statement. Writers need to think, 'are they really....or are they only a little bit....', and then find the word that best matches that.

Session 15: Revise and Edit

- Students work with a partner to analyze and improve their writing.
- * **Note** – With the end of this Bend, students should celebrate their accomplishments, perhaps by comparing this second essay to their first. They should refer to charts or the Opinion Writing Checklist in order to be specific about their accomplishments.

Bend III: Applying What We Know about Writing about Stories to Writing about Any Text

GOALS: TIP–This is a short bend. Take some time to read aloud a few nonfiction texts to students at the start of the bend in preparation, such as *Harry Houdini: Chained to Magic*.

Students will apply what they know about writing about stories to writing about any text, including nonfiction. Students learn to read nonfiction closely, looking for the author's big idea, and supporting that idea with evidence from the text.

Suggested Mini-Lessons

Session 16: Back to Boot Camp

- Students learn that writers use the structure of an essay to write about a big idea in a nonfiction text. They do this by coming up with an opinion statement and supporting that idea with evidence, just as they did in Bends 1 and 2.
- Readers can read narrative nonfiction as a story, generating the kinds of claims they've been generating for fiction texts. They can also read for information, generating main ideas.

* **Note** – Like Session 1, this session can be structured as a boot camp, taking students through the process of writing an essay from start to finish, this time using a nonfiction text. It is suggested you use *Harry Houdini: Chained to Magic* (found in the digital resources for Grade 3, Unit 2: Reading to Learn expository text set) to develop possible opinions as a class.

* **Note** – After creating a class outline and rehearsing how the essay could go by writing in the air, send students off to draft.

Session 17: Students Take the Reins

- Students structure an essay about an idea and use evidence from a nonfiction text with more independence.
- * **Note** – Students can meet in groups to read and talk about the big ideas of a nonfiction text and mark up those texts as they look for evidence to support their ideas. They should finish today with a plan for an essay, which they might 'write in the air.'

Session 18: Writing Powerful Drafts on the First Try

- Students learn to use anchors charts and their checklists to write a powerful draft, revising as they go. They keep in mind the need for paragraphs, brief introductions and conclusions, transition words, and the need for paraphrasing and quoting.
- Students can work with partners to self-asses, revise and edit.



Session 19: Celebration

- Display essays and let students give feedback. They may lay their essay from Bend I next to this essay on a nonfiction text.
- They can post essays on Goodreads.com or send to the authors being discussed.

Instructional Strategies

Interdisciplinary Connections

Correlates to routine units in math, rules and community units in social studies

- Encourage students to write essays about topics they study in a content area--- ex. Provide an opinion about immigration to the US or about which body system is most important.

Professional Resources:

- Past Teachers College Writing Curricular Calendars. <http://nwproject.tc.columbia.edu> Anderson, C. (2005).
- *Assessing Writers*. Heinemann. Angellillo, J. (2003).
- *Writing About Reading: From Book Talk to Literary Essay 3-8*. Heinemann. Calkins, L. (2001).
- *The Art of Teaching Reading*. Addison Wesley Longman. Bender, J.M. (2007).
- *The Resourceful Writing Teacher*. Heinemann. Pinnell, G. S. & Fountas, I. C. (2007).
- *The Continuum of Literacy Learning: Behaviors and Understandings to Notice, Teach, and Support*. Heinemann. Santman, D. (2005).
- Internet Links Link to Kevin Henkes Author Study
<http://www.kevinhenkes.com/wpcontent/uploads/2014/06/Year%20o f%20Billy%20Miller%20TG%20FINAL.pdf>
- Adapted from Teacher's College Reading and Writing Project Curricular Calendar, 2017--2018
- Adapted from Summit Public School District Curriculum Guides

Unit Description: Writing About Research (Curricular Calendar)

This unit extends from the research done in the *Art of Informational Writing* unit, and corresponds with the Reader's Workshop unit, *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* In this unit students will create nonfiction books on topics (animals) that the class has studied. Students will utilize strategies to structure their writing in an organized, cohesive way. They will grow ideas, elaborate, and lift the level of their informational writing with extensive research and notes on their topic. They will use observational writing, annotated timelines, and embellished notes as methods for recording their knowledge, reflecting on that knowledge, and growing ideas. They will revise with the support of a mentor text. Lastly, they will publish and share their nonfiction books. The focus on the unit is to support students in deepening their information writing skills in a few critical areas: structure, elaboration, organization, and craft.

Writing		
Big Ideas: - Create a nonfiction book on a studied topic, including a variety of subsections and text features. - Develop ways to reflect on knowledge and grow ideas. - Use structure to organize thoughts and knowledge. - Build on knowledge of information writing and study mentor text to lift the level of writing.		
Time Line: April-May		Duration of Unit – 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can I raise the level of my research-based information writing, in particular, by working on structure and development? - How can I transfer over everything I've learned so far about information writing to a new book? - How can I lift the level of my information writing, so that my writing includes strong elaboration and a variety of text structures? - How can I use everything I know to help me write informational texts that advance big ideas?	Students will understand that... - Nonfiction books can be a composite of different types of nonfiction styles to present information that teaches big ideas. - Nonfiction writers build on their knowledge of how to use mentor texts to raise the quality of their writing. - Nonfiction writers provide information to their readers in a cohesive meaningful way. - Nonfiction writers use a variety of structures in their writing to provide information to their reader - Nonfiction writers introduce their topic and provide a sense of conclusion at the end of the informational book.	

NEW JERSEY STUDENT LEARNING STANDARDS

Text Types and Purposes

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.

Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

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.

Research to Build and Present Knowledge

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.

Range of Writing

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.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

- 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.

Progress Indicators for Language

- 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 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.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

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 AND 21ST CENTURY SKILLS

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

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

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

8.1.5.B.1: Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.1: Understand the need for and use of copyrights.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

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

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
 Information Literacy
 Media Literacy
 Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy
 Civic Literacy
 Health Literacy

PRE AND POST ASSESSMENT

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

Before beginning the unit, writers complete an on-demand writing prompt as a starting point for instruction.

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

“Think of a topic that you’ve studied or that you know a lot about. [Tomorrow], you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. [IF you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow]. Please keep in mind that you’ll have only forty-five minutes to complete this. You will have only this one period, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

In your writing, make sure you:

- *Write an introduction*
- *Elaborate with a variety of information*
- *Organize your writing*
- *Use transition words*
- *Write a conclusion.”*

Use the Information Writing Learning Progression to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment *
 - Published Writing
- Other Evidence
- Conferring notes/records of conferences, small groups
 - Teacher observations
 - Prewrites
 - Regular collection of notebooks
 - Rough drafts
 - Partner conversation

Grammar and Conventions

Sentence Structure

- Use complete sentences within paragraphs.

Parts of Speech

- Use prepositional phrases, adjectives, and adverbs appropriately.

Paragraphing

- Paragraphs are indented.
- Paragraphs have a clear topic sentence, conclusion sentence, and specific focus.

Capitalization

- Sentences are capitalized as well as proper nouns.

Punctuation

- Notice the use of punctuation marks in books and try them out in own writing.
- Use commas when citing text.

Spelling

- Take apart multi-syllable words to spell the parts accurately or close to accurate.

Vocabulary

- Use some vocabulary specific to the topic.

Teacher Notes

- Think strategically about your groups. They'll be together a lot! Emphasize teamwork skills.
- Sometimes when students solely use books as a source of information, they tend to almost duplicate that book, using limited originality. This unit recommends using other sources of information beyond books, such as photographs and videos.
- It is suggested that students regularly talk in their clubs about their ideas and teach each other. By talking about what they've learned students will come to represent their learning in new ways.
- Ask students to mostly refer to their notes, rather than the books. Students in Reader's Workshop have been practicing jotting down notes in their own words and synthesizing information across text, so their notes should be more original.
- Schedule reading workshop and read aloud *before* writing workshop each day. That way, kids will come to writing filled with all kinds of new ideas they can write about.
- Writing volume can slip during this unit; keep a special eye on those that may need specific expectations as to how much should be completed during workshop time.

Mentor Texts

The Life Cycle of an Emperor Penguin by Bobbie Kalman (also used in the Reader's Workshop corresponding unit).

Materials

- Display previous anchor charts from informational writing units
- Sample informational book
- Your own writing to serve as a demonstration text
- Information Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Related Grade 3 Learning Progressions
- Writing notebooks
- Drafting booklets
- Short videos such as National Geographic.com or the BBC's wildlife nature video clip collection
- Units of Study, Grade 3 Book 2, Art of Information Writing

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Transferring Previous Learning on Information Writing to Write Research-Based All-About Books

GOALS: Students will work in their research clubs to create a club book. They will begin by writing to grow ideas. Students will learn to transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration. Penguins are the model topic for this bend.

- * **Note** – At the start of this unit make the connection between this unit and Unit 2's *Art of Information Writing* by reminding students that writers apply what they know about a genre by asking, "What do I already know how to do as an information writer? What can I do particularly well?" Have students share prior to jumping into the first lesson.
- * **Note** – Students should read on their topic outside of the writing block, at home and during Reader's Workshop. In order to transfer skills from Reader's Workshop, it is recommended you model writing about penguins in this bend. Launch Bend I right after launching the *Research Clubs* unit. Have students begin writing a club book about their first animal. This bend should extend slightly past the end of Bend I of *Research Clubs* which gives students time to start investigating their second animal in reading workshop before they start writing about it.

Suggested Mini-Lessons

Session 1: Writers Are Careful Observers

- Information writers learn more about their topics by taking something, such as a photograph or object, and studying it closely to notice all the details. They write long about what they notice. They say, 'I notice...', 'This reminds me of' or 'I wonder...'
- Writers make quick sketches and write labels and captions for their sketches to hold onto the content they are learning.
- * **Note** – Students will not have spent much time reading about their new animal, so while they won't be ready to start drafting a chapter, they should be able to generate writing based on what they've seen/read in their books.

Session 2: Another Way to Grow Ideas

- Information writers write to grow their ideas. One way they do this is by studying videos about their topic with their minds on high, jotting notes about what they're learning, and then writing long off their notes.
- * **Note** – Suggested video from BBC One of penguin chicks trying to survive in a blizzard: <https://www.youtube.com/watch?v=V3cQdA8UJDo>
During independent practice, be on the lookout for students who are so engrossed by the videos you have found for them/their research team that they don't do any writing.

Session 3: Making a Plan

- Writers plan out their chapters by trying out a few different Table of Contents options and collaborate with their club on a final version.

They ask, 'Do my chapters follow a logical sequence?'

- Students make decisions about which chapters they will take charge of and sign up for those chapters.

Session 4: Preparing to Draft

- Information writers are teachers and it helps to rehearse by teaching others. Rehearsing can help you see what you know a lot about and what you need to research to learn more about.
- Students work with a partner to look out for information they already know and what's missing. They jot notes about what they need and do that research.

Session 5: Drafting Begins!

- Writers of informational text start by making a miniature table of contents, even if it is just in their mind. This applies the work of organizing a chapter of any information text.

*** Note – Use Session 5, *Organization Matters in Texts Large and Small* from *The Art of Information Writing*, as a guide for this session.**

Session 6: Brick by Brick

- Information writers take chunks of information and lay the pieces of information alongside each other, like bricks on a brick wall. They do this by using elaboration techniques and study mentor texts for reminders. Some techniques include using vocabulary words and definitions, quotations, observations, descriptions, diagrams, pictures, lists, labels, and different punctuation, such as colons, dashes, and parentheses.

Session 7: Club Collaboration

- Information writers strengthen their writing by collaborating with others. They share chapters with one another and think, "What do I know that I could add to this information? And, where, precisely, should I add that new information in?"

Bend II: Writing All-About Books with An Emphasis on Structure

GOALS: Students will write another all-about book in research clubs, this time about the second animal they are studying in Bend II of the reading unit, *Research Clubs: Elephants, Penguins, and Frogs, Oh My!* These books will have a particular emphasis on text structure. Students will learn to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. This unit uses the topic of frogs for demonstrations.

*** Note – In order to transfer skills from Reader's Workshop, it is suggested that you model writing about frogs in this bend. Launch Bend II in writing after students have had one or two days to read about their second animal. Have students begin writing a club book about their second animal. Expect this bend to extend a few days into Bend III of *Research Clubs*. This is intentional.**

Suggested Mini-Lessons

Session 8: Planning for a New Topic

- Information writers notice that some of their subtopics/chapters for a new animal are similar to subtopics/chapters of their first animal. Students will again use a table of contents to plan for their new book.
- Refer back to *The Art of Information Writing* Sessions 2, 3, and 5 for review on planning out an entire book and the contents of individual chapters, as well as including chapters with a few different text structures in your table of contents.

Session 9: Elaboration Is Tricky Work

- Information writers draft and revise, considering ways to elaborate or add more. They do this by studying mentor texts, taking note of the different kinds of information that writers use to teacher readers about subtopics. Refer to *The Art of Information Writing*, Session 6.

Session 10: Facts + Ideas = Interest

- Information writers try to interest their reader. They do this by including both facts and ideas to engage the reader in the topic of the book.
- While reading over your work ask yourself, ‘So what?’ to think about why the facts you’re writing matter. Students should be revising the chapters they’ve already drafted based on this new strategy.

Session 11: Writers Play

- Writers are creative and explore different avenues. Just like players in Minecraft who build different worlds, information writers try out chapters multiple ways until they find the best way things could go.
- Writers review their chapters and think about other ways this chapter might go, other ways they might be able to teach. They consider different text structures for the chapter, then redraft that chapter with that new text structure in mind.

Session 12: Writers Are Researchers

- Information writers don’t just write, write, write all the stuff from their brains. Real writers are researchers. Writers often leave the page, searching through their notebooks, books or picking the brains of their co-researchers for the perfect fact or example.
- Refer to Session 9 of *The Art of Information Writing*.
- Students to work with their partners to fact check.

Session 13: Writers Use Engaging Introductions and Conclusions

- Writers explore writing an introduction to the whole book, as well as introductions to each chapter of their book. They also study

mentor texts to see how they could add conclusions to each chapter as well as their whole book. Refer to Session 11 in *The Art of Information Writing*.

Session 14: Editing

- Writers revise and edit their work. They do this by reviewing what they already know. Refer to Session 16 of *The Art of Information Writing* on punctuating with paragraphs (using paragraphs when information shifts from one topic to another). Also, students work to notice which paragraphs appear short and need elaboration and they add more details to those parts of their book.

*** Note – After studying your students’ work, you can design the focus of this editing minilesson to what you perceive their needs to be.**

Session 15: Reflection

- Writers reflect and create goals for improvement. They do this by reviewing checklists, previous goals, and work. They ask themselves, ‘Which goals have I met? Where can I find evidence that I’ve met those goals? Which goals do I still need to work toward moving forward?’

Bend III: Writing Books that Advance Big Ideas

GOALS: Students will learn how to use what they know about information writing to write books that advance the big ideas the club has been exploring in reading workshop. (By this point, students will have studied two animals, and now they’re synthesizing, comparing, and contrasting those two animals.) Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! Students learn to lift the level of their writing by using peer conferring and self-assessment.

***Notes – The mentor texts do not need to be on the research topic. They just need to be examples of well-organized and well-written nonfiction texts. Third graders do not need to formally learn to cite sources. In order to transfer over skills from Reader’s Workshop it is suggested to model writing about Animal Babies and Parents for this bend. Launch Bend III in writing after students have had two or three days to synthesize information and compare and contrast across their two animals in reading workshop. Have students begin writing a club book about big ideas they are growing, and place a special emphasis on text structure, particularly comparing and contrasting.**

Suggested Mini-Lessons

Session 16: Drawing on All You Know

- Writers draw on all they know to help them plan. They look for the strongest way to order their chapters and plan out how to structure each in the best way for their readers.
- Students first identify the big idea they’ll write a book about (this idea has most likely already been identified in reading, and research has begun). Then, students generate the different chapters that could belong in their book. Finally, they’ll need to think about the text structure of each chapter (consider multiple ways). Finally, they develop a plan for how each chapter will go.
- Students reference earlier charts on text structure, create a table of contents, and begin drafting their chapters.

Session 17: Drafting Strong Chapters

- Writers use everything they know to help them draft, pulling from resources and references they have. They do this by reviewing earlier charts and checklists as well as rereading notes and earlier writing. Students study their resources, plan their chapters, and draft.

Session 18: Improvement Through Revision

- Writers revise to make their drafts stronger. They do this by utilizing previously learned strategies. Students go back to their chapters to add to or make changes to each chapter. See *The Art of Information Writing* unit, Sessions 10 and 12.

Session 19: Nonfiction Books Are Filled with Text Features

- Information writers think, “What text features will help my readers learn more?” and they only include the text features that will really help readers. They think about what the chapter and text is mostly about, and that helps them decide what information should be popped out or highlighted. *Refer to *The Art of Information Writing*, Session 14.

Session 20: Writing Partners Can Be Writing Teachers

- Students learn to use each other as a resource by conferring with their partner just like a teacher will confer with a student, reading their partner’s writing and giving them compliments and tips.

*** Note – This session also allows for teachers to make decisions about the content. You could focus on fact-checking if you notice many inaccuracies in students’ writing (refer to Session 15 in *The Art of Information Writing*), or if you notice students are not making connections within their writing or are omitting necessary transition words, you could revisit a lesson on transition (see Session 7).**

Session 21: Editing

- Writers edit and revise their work to prepare for publication.
- Possible areas of focus (teach and coach based on need): using a mix of simple, compound, and complex sentences; strategies to fix spelling errors of high-frequency words.

Session 22: Celebration/Publishing

- Writers/research clubs spend time readying one of their books for publication. Consider binding and publishing student books, and then making them available for current and future students to read in the classroom and/or school library.

Instructional Strategies	
Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i>	
☐ Students are writing about animals that they are studying in Reader's Workshop. This correlates to learning about animal ecosystems and habitats in science.	
Professional Resources:	
• Teachers College Writing Curricular Calendar: Third Grade, Writing About Research, 2017-2018. • Units of Study, <i>The Art of Information Writing</i>, Grade 3, Book 2, Lucy Calkins and M. Colleen Cruz, Heinemann, 2013.	

Unit Description: Once Upon a Time: Adapting and Writing Fairy Tales – Book 4

In this unit students will write two adaptations of fairy tales as well as their own original fairy tale. At the start of the unit students will choose to adapt either “The Little Red Riding Hood” or “The Three Billy Goats Gruff.” They study fairy tale adaptations, using “Cinderella,” and notice the storyline and the qualities of fairytale writing. Storytelling is a strategy used to bring the story to life. Students make thoughtful changes to the story in their own version that they publish. Later in the unit students learn to write an adaptation with great feeling, adding a refrain that captures that feeling. They balance dialogue with actions and use figurative language to paint a picture in their readers’ minds. By the end of the unit students take the elements of a fairy tale to create their own original tale. They learn to revise to make sure magic connects to the heart of their story. They continue utilizing editing strategies and their Narrative Checklist prior to publishing.

Writing		
Big Ideas: - Strong narratives, including fairy tales, have characters with specific desires and include trouble and resolutions. - Strong narratives balance action and dialogue, along with some summation. - Storytelling is a powerful tool to make their story come to life on the page. - Figurative language helps paint a picture in a reader’s mind.		
Time Line: May - June	Duration of Unit – 4 weeks	Enduring Understandings
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>	
- How do writers adapt fairy tales? - How do I write a fairy tale that is well-crafted with drama, precise action, and language that captures the hearts and minds of the listener? - What can writers learn about fairy tales by studying mentor text?	Students will understand that... - Narrative writers bring characters to life using dialogue and description to develop the events. - Narrative writers use transitional phrases to glue the scenes of their stories together. - Narrative writers provide closure for the characters and the problems they face. - Narrative writers use specific words and sensory details to help convey experiences. - Drama and storytelling help to rehearse and plan their drafts. - Narrative writers generate possible story ideas by thinking of a character	

	with traits and wants, who encounter trouble, and who find a resolution.
NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing Text Types and Purposes 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. Production and Distribution of Writing 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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. Range of Writing 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. Progress Indicators for Speaking and Listening Comprehension and Collaboration SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, 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. Presentation of Knowledge and Ideas 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.

Progress Indicators for Language

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.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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 AND 21ST CENTURY SKILLS

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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

8.1.5.B.1: Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.C.1: Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.5.D.1: Understand the need for and use of copyrights.

8.1.5.D.3: Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

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

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Multicultural and Cultural Competency Perspectives
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Grammar and Conventions

Sentence Structure

- Write some sentences with embedded clauses (complex), and dialogue.

Parts of Speech

- Use nouns and pronouns that are in agreement.

Paragraphing

- Writers learn times to begin a new paragraph (see page 155).

Capitalization

- Use capital letters correctly in uninterrupted dialogue.

Punctuation

- Use correct punctuation in uninterrupted dialogue.
- Writers try out different punctuation marks, deciding which is right for the sentence (see page 155).
- Writers add commas when they've listed a series of items, actions, or descriptions (see page 156).

Spelling

- Use a variety of strategies to spell: try a word a few different ways, check the word wall, or circle the word and come back later (page 41).

PRE AND POST ASSESSMENT	
Give the post assessment at the end of the unit.	
Students should have familiar paper to write on and a supply of additional pages. Give the following instructions: <i>"I'm really eager to understand what you can do as writers of narrative stories. Today will you please write the best true story that you can write? You'll have only 40 minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:</i> • <i>Write a beginning for your story</i> • <i>Use transition words to tell what happened in order</i> • <i>Elaborate to help readers picture what is happened</i> • <i>Show what your story is really about</i> • <i>Write an ending for your story."</i>	
Use the Narrative Writing Rubric to assess student growth.	
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Published Writing Other Evidence • Conferring notes/records of conferences, small groups • Teacher observations • Prewrites • Regular collection of notebooks • Rough drafts • Partner conversation	

Teacher Notes

- This unit relies on the fact that students have familiarity with at least a few fairy tales, so if some don't have background with *Cinderella*, *Little Red Riding Hood*, and *The Three Billy Goats Gruff*, you'll want to read aloud prior to the start of the unit.
- Tell students that fairy tales are often shared by being told and retold. Have students retell a tale or two to a partner.

Mentor Texts

Prince Cinders by Babette Cole

Other texts as selected and needed.

Suggestions:

- Plan your own fairy tale adaptation to use as your demonstration text.
- Also have available several other classic fairytales and adaptations for students.

Materials

- Writing folders
- Story-planning/ Drafting booklets
- Narrative Writing Rubric
- Student samples of adapted and original fairy tales.
- Display previous anchor charts from narrative writing units
- Your own writing to serve as a demonstration text
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals
- Writing notebooks

GOALS AND MINI-LESSONS

Bend I: Writing in the Footsteps of Classics

GOALS: Students will write an adaptation of “Little Red Riding Hood” or “The Three Billy Goat’s Gruff.” Students will reread the classic version of the fairy tale they choose, studying and annotating it prior to writing. They will notice the storyline and the qualities of fairytale writing. Students will plan their adaptations, thinking about which parts of the original tale they’ll adapt. Students may want to make significant changes that alter the course of the tale. Students learn that one change leads to another change, thereby affecting the course of their story. Students will use drama and storytelling to rehearse and plan their fairytale adaptations. Students will write two or three small moment stories or scenes to create fairy tales. Teacher uses “Cinderella” as a demonstration text.

Mini-Lessons

Session 1: Adapting Classic Tales (pages 2-13)

- Students learn that writers create their own fairy tales by adapting classic ones. To gain inspiration and begin to write, writers study several versions of a classic fairy tale and then ask themselves, “Why might the author have made these versions?”
- Writers take notes on the adapted fairy tales to capture deep thinking about not only what they see, but also about why the author may have done that.
- Writers share the *what* and *why* of fairy tale adaptations and choose one they may want to adapt.

Session 2: Writing Story Adaptations that Hold Together (pages 14-25)

- Students learn that writers adapt fairy tales in meaningful ways. When changes are made, they must be consequential changes that affect other elements of the story, rippling throughout.
- Writers work with partners to help each other come up with a different plan when their adaptations aren’t significant. Writers list across their fingers their plan for how their adapted fairy tale will go, including a character who wants something, who has a problem, and a resolution.
- Writers organize their story planning notes into a few scenes, or Small Moment stories.

Session 3: Storytelling, Planning, and Drafting Adaptation of Fairy Tales (pages 26-35)

- Students learn that writers story-tell or act out their stories to help as they plan their drafts and as they write their drafts. Then writers begin drafting the opening scene while it is fresh in their minds, adding in all the details, actions, and dialogue they just discovered while rehearsing.

- Students are reminded to story-tell, not summarize, and to continue adding to their first small moment before rushing into the rest of the story.
- Writers plan upcoming scenes by using scene-planning booklets.

Session 4: Writers Can Story-Tell and Act Out as They Draft (pages 36-44)

- Students learn that writers can rehearse for writing by storytelling or acting out each small moment or scene. When they act, they need to not only show what the character *says*, but also what the character *does*. Also, try to bring the place to life: what things are nearby, and what does the place feel like?
- Writers balance narration, description, and dialogue.
- Writers think about their spelling by trying a word a few different ways, checking the word wall, and circling the word and coming back later.
- Students discuss what they know about writing strong endings.

Session 5: Weaving Narration through Stories (pages 45-53)

- Students learn that writers often weave narration (or *telling*) through stories as a way to establish background, tie together scenes, and teach a moral or end a story.
- Writing partners provide feedback on whether their partner's ending is doing its job.

Session 6: Mirror, Mirror on the Wall (pages 54-60)

- Students learn that writers check their work and plan for future projects. Students become tough critics on their own draft, rereading it and judging it against the Narrative Writing Checklist, Grades 3 and 4 in such a way that they are able to come up with a list of goals to take with them into Bend 2.
- Writers add to their list of goals by reading classmate stories, noticing things they admire and want to try with their next draft.

Bend II: Follow the Path: Adapting Fairy Tales with Independence

GOALS: Students will write their second adaptation on a fairy tale of their choosing. Students will apply what they learned in the previous bend, but the theme of this bend is independence and transference. Common pitfalls of third grade narrative writing drafts are addressed including those that are swamped with dialogue, sentences that lack sentence variety, and scenes that are summarized, rather than stretched out in detail. Students will self-assess and make goals to help them outgrow themselves as writers. Students will revise their fairytales, including the use of comparisons such as similes and metaphors. They will also revise for the use of alliteration ("big, bad wolf") and memorable word choice ("huff and puff and blow this house in").

Mini-Lessons

Session 7: Goals and Plans Are a Big Deal (pages 62-79)

- Students learn that writers rely on each other and themselves to independently plan not only their stories but also their writing process. They do this by referring back to anchor charts as a basis for work plans and adding due dates for different items on the list. Then writers ask, 'How might I do better at planning the next fairytale adaptation?'
- Writers who are adapting the same fairy tale work together to story tell the classic tale, with great feeling, while touching the four pages of a story-planning booklet. Then they talk about how their adaptations might go.
- Writers make sure they are making meaningful changes to characters, events, and character motivations.

***Note – You may want to have a number of other fairy tales around for students to “shop” for a new tale before committing to their next adaptation.**

Session 8: Telling Stories that Make Readers Shiver (pages 71-79)

- Students learn that writers make fairy tales sound like fairy tales by using special language, in this case, by adding refrains.
- The use storytelling to make listeners see and feel what they want them to experience. They jazz it up by adding little gestures and expressions and by including a catchy and clever refrain that adds to the tension.
- Writers have a whole class discussion on their progress and next steps.

Session 9: Revising Early and Often (pages 80-88)

- Students learn that writers make significant revisions as they draft, using other authors' writing as mentor texts. Writers ask, 'What did the writer do that I could try?'
- Writers share (and celebrate!) their adapted fairy tale refrains.

Session 10: When Dialogue Swamps Your Draft, Add Actions (pages 89-95)

- Students learn that writers balance their dialogue by adding accompanying actions. They find places of dialogue in their draft, then add action and let the story go *action, dialogue, action, dialogue*.
- Writers “stitch” their scenes together by adding narration (think Jiminy Cricket), or transition words, or time-passing phrases.
- Writers create an ending that provides a sense of closure and fits the rest of the story.

Session 11: Painting a Picture with Words (pages 96-103)

- Students learn that writers of fairy tales use figurative language to “paint a picture” in their readers' minds. They use comparison and

describing words.

- Writers revise by adding alliterations, and they also revise for specific vocabulary.
- Remind students that writers use conventional spelling so that readers can read their work.

Session 12: The Long and the Short of It (pages 104-112)

- Students learn that writers read their stories aloud, identifying choppy or abrupt sentences and smoothing them out by simplifying long-winded ones or complicating simplistic ones.
- Writers use mentor texts to find interesting sentences and try out that structure in their own writing.

Bend III: Blazing Trails: Writing Original Fairy Tales

GOALS: Students will celebrate their growth by writing their own original fairy tale, applying all they've learned from Bends 1 and 2. Students will generate possible story ideas by thinking of a character with traits and wants who encounters trouble that gets resolved at the end. This bend is meant to be fast-pasted and rigorous.

Mini-Lessons

Session 13: Collecting Ideas for Original Fairy Tales (pages 114-119)

- Students learn that writers write original fairy tales by using elements of strong narratives: specific characters, motivations, troubles, and resolutions. They do this by using the magic fairy tale formula, which includes a character with traits and wants, then adding trouble, then more and more trouble, and finally a resolution.
- Writers generate plenty of possible fairy tale story ideas.
- Writers add villains to their story ideas.

Session 14: From "This Is a Fairy Tale about" to "Once Upon a Time" (pages 120-123)

- Students learn that writers learn from their own writing. They do this by looking back over previous pieces they've written, noting the processes and strategies used. They ask, 'What worked what I should do again? What didn't work that I could rethink this time?'
- Writers make a list of goals and plans for their writing by looking back at previous charts and the Narrative Writing Checklist.

Session 15: Tethering Objects to Characters (pages 124-133)

- Students learn that for writers to make scenes even more meaningful, writers not only include a character's action but also objects important to the character. These objects often are carried across scenes, which helps stitch scenes together.
- Students work to keep their stories balanced between summarizing (which does serve a purpose) and story-telling (with more specific

dialogue, description and action).

Session 16: Using Descriptive Language While Drafting (pages 134-141)

- Students learn that writers balance out *telling sentences* with *showing sentences*. They do this by living in the world of their stories and adding tiny bits of descriptions – of characters, setting, and objects – as they write. They write a telling sentence and then a showing sentence.
- Writers envision characters' actions and their reactions.
- Writers look over all three drafts (from Bend 1, 2, and 3) and choose one to publish.

Session 17: Revising the Magic (pages 142-149)

- Students learn that writers revise their fairy tales and tether the magic in their stories to the heart of the story, the beginning, and/or the end of the story. Magic tends to pop up when the story's trouble pops up – it makes the problem better or worse.
- Writers use mentor texts to revise for magic and weave magic into other places in their story, including the beginning and ending.

Session 18: Revising for Readers (pages 150-156)

- Students learn that writers show their readers how to read a piece by varying the *pace* of the writing. They do this by altering whether a moment passes by quickly or slowly. They take out words or sentences or add more words, sentences, or details.
- Writers try out different punctuation marks, deciding which is right for the sentence. They add commas when they've listed a series of items, actions, or descriptions.

Session 19: Editing with an Eye Out for Broken Patterns (pages 157-160)

- Students learn that writers look back over rough drafts, noting the places where a pattern of good writing is broken. Then, they ask, 'How may I edit my writing to mend the broken pattern and fix the mess-ups, keeping the good writing going?'
- Writing partners help to edit for pattern breaks in each other's writing.
- Writers reflect on the types of pattern breaks they tend to make in their writing (such as slipping out of past tense and into present) and how to fix those patterns.

Session 20: Happily Ever After (pages 161-164)

- Writers celebrate with a fairy tale celebration.

***Note – You may want to invite a second grade class to listen to students share their fairy tales in small, storytelling circles.**



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade 3



Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ● Students can learn about history through the study of fairy tales from specific time periods. ● Students can read various adaptations of fairy tales (such as Cinderella stories) from different cultures and compare and contrast the cultural elements.	Instructional Strategies Professional Resources: ● Grade 3, Book 4: Units of Study: <u>Once Upon a Time</u>, by Lucy Calkins, Shana Frazin, and Maggie Beattie Roberts Heinemann, 2013. ● Adapted from Branchburg Township Schools District Curriculum Guide
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