

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Writer’s Workshop: Grade 3

Written By: Niki Marinaro

Under the Direction of: Gretchen Gerber, Supervisor of Elementary Education

Description: The intermediate-level curriculum encompasses a developmental writing program that promotes Language Arts Literacy using the Balanced Literacy Four Block Model integrating writing with reading, speaking, listening, and viewing. Students are engaged in the ongoing cycle of prewriting, drafting, revising, proofreading, and publishing. The genre units immerse students in each unit by having them hear, read, and discuss good examples of the genre. After this immersion and drafting phase, the students select a draft to develop. They spend the latter weeks of the unit revising, proofreading, publishing, and sharing their written pieces. The program blends a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. Teachers follow the district scope and sequence guide to develop mini-lessons and to target skills and conventions in small guided writing groups or through individual conferences. As members of a caring community, students learn and act on the values that govern the community. The lessons aim to create a classroom writing community where students feel empowered, supported in taking risks, and responsible to themselves and the group. The lessons weave cooperative learning, social skill instruction, and discussion of values throughout the curriculum.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*
Barbara E. Marciano: *Director of Elementary Education*
Jack McGee: *Director of Secondary Education*

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Being a Writer: Lesson Design

The daily *Being a Writer* (BAW) lessons typically include three main components. Each of these components include various workshop practices. The chart below details how these components support a writer’s workshop model and allow for differentiation.

Lesson Component	How the Component Supports the Workshop Model	How to Differentiate During this Component
Getting Ready to Write	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> • Reading aloud mentor texts • Creating class anchor charts for support • Teacher modeling • Shared and interactive writing • Mini lessons (focus on craft and/or conventions) 	<ul style="list-style-type: none"> - The teacher may vary the modeled writing to reflect the needs of the students in the class. - Off days/weeks allow time for additional mini-lessons focusing on craft or conventions not covered in BAW.
Writing Time	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> • Shared and interactive writing • Independent writing time • <i>Teacher as Writer</i> • Teacher & peer conferencing 	<ul style="list-style-type: none"> - The teacher may work with a small group of students to reinforce or enrich a skill. - The teacher may work with an individual student through conferencing.
Sharing and Reflecting	<p><u>Activities include:</u></p> <ul style="list-style-type: none"> • Peer collaboration and discussion • Students share and celebrate their work (e.g., author’s chair.) 	<ul style="list-style-type: none"> - The teacher should respond regularly to student writing. This practice inspires students to stretch their thinking and learning.

MAJOR UNITS OF STUDY

Course Title: Elementary Writing Workshop: Grade 3

- I. The Writing Community**
- II. The Writing Process**
- III. Personal Narrative**
- IV. Fiction**
- V. Persuasive Nonfiction**
- VI. Expository Nonfiction**
- VII. Functional Writing**
- VIII. Revisiting the Writing Community**
- IX. Grammar and Conventions (on-going)**

UNIT OVERVIEW

Course Title: Writer's Workshop: Grade 3

Unit #: Unit 1

Unit Title: The Writing Community

Unit Description and Objectives:

During this unit, students should begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing and begin to learn about the writing practice of professional authors. Students explore prewriting techniques, especially free-writing in the writer's notebook about topics that interest them. Social skills addressed in this unit are the cooperative structures that will be used throughout the year. Discussion prompts that will help students listen and connect comments during class discussions will also be introduced and practiced. Finally, students begin conferring with one another about their writing in a caring and responsible way.

Objectives:

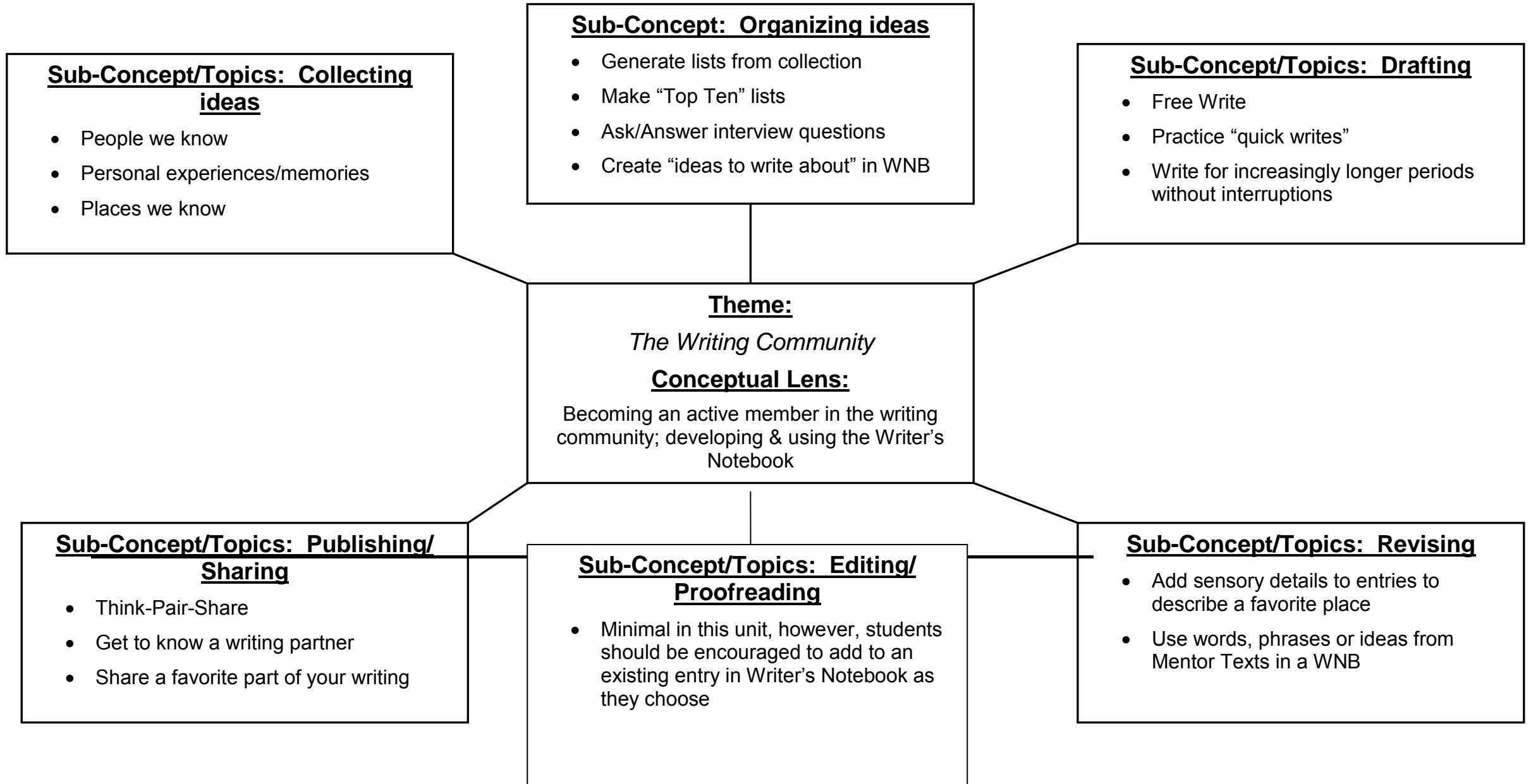
Students will be able to

- hear and discuss good writing
- generate ideas for writing
- learn year long procedures for writing time
- write freely, for increasingly longer periods of time
- learn about a professional author's writing habits & practices

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer’s product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 How do good writers get ideas for writing? 1.2 How can being an active member of the Writing Community help me become a stronger writer? 1.3 How can I use my Writer’s Notebook to plan and share my writing?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 What kinds of lists can I make to organize my thinking? 2.2 What are some questions that I can ask other writers to get ideas for my own writing? 2.3 How does keeping an “Ideas to Write About” section in my WNB help me?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 Why is it important to do my best to spell correctly the words I know? 3.2 How do punctuation marks help me as a writer?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What form should I use when I am writing for myself? 4.2 Why do good writers write for themselves, as well as others?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 1/The Writing Community
Conceptual Lens: Becoming an active member of the classroom writing community
Appropriate Time Allocation (# of Days) 4 weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
W 3.4	SL 3.1c		
W 3.5	SL 3.1 d		
W 3.6	SL 3.4		
W 3.8	SL 3.6		
W 3.10			
SL 3.1b			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Collecting Ideas (Follow District Pacing Guide)</p>	<p>Good writers get ideas from people, places, things and experiences that they know.</p> <p>Good writers get ideas from their own memories.</p> <p>Good writers use a variety of strategies to help them plan their writing.</p>	<p>Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading and discussion.</p> <p>Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).</p> <p>Develop fluency by writing daily for a sustained period.</p>	<p>Listen to and discuss mentor texts to get ideas for writing.</p> <p>Use mentor texts as springboards for ideas from our own lives.</p> <p>Listen to mentor texts for sensory details that we can add to our own writing.</p> <p>Model & practice procedures for working with a partner: <i>Think Pair Share</i> and <i>Turn and Talk to a Partner</i></p>	<p><i>Being a Writer</i> Unit 1</p> <p>Week 1 Pages 4-22</p> <p>Week 2 Pages 24-40</p> <p>Week 3 Pages 42-59</p> <p>Week 6 Pages 98-113</p>	<p>Create a document with text using a word processing program.</p> <p>Illustrate and communicate original ideas and stories using digital tools and media-rich sources.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>	<p>8.1.2.A.4</p> <p>8.1.2.B.1</p> <p>9.1.4.B.1</p>	<p>Baseline Assessment: Personal Narrative (scored according to state rubric) NOT to be included in report card grade—for benchmark purposes only</p> <p>Writer’s Notebook: Use district rubric and conversion guide; assess at end of Unit</p> <p>Participation: Use district rubric and conversion guide; assess at least once in Unit 1</p>
<p>Organizing Ideas for Writing (Follow District Pacing Guide)</p>	<p>Making lists is an excellent strategy for organizing a writer’s thinking.</p> <p>Asking and answering interview questions can help a writer plan their thinking</p>	<p>Write to express thoughts and ideas, to share experiences, and to communicate socially.</p> <p>Use reading and technology to support writing.</p> <p>Participate with peers to comment on and react to each other’s writing.</p>	<p>Build stamina for writing by writing for increasingly longer periods each day and writing about topics that interest students.</p> <p>Listen to and discuss ways that professional authors get ideas.</p>	<p>WTPS District Writing Scope and Sequence</p> <p>Sample Writer’s Notebook</p>	<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>Explain the meaning of productivity and accountability, and describe situations in which productivity and</p>	<p>9.1.4.D.1</p> <p>9.1.4.F.1</p>	<p>Quizzes: Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 1 (possible topics: ten things to write about (from my WNB); where can I get ideas for writing; how do authors get ideas, etc.</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Organizing ideas (cont'd)		Share and discuss own writing with other students.			accountability are important in the home, school, and community.		
Drafting (Follow District Pacing Guide)	Writing for sustained periods of time allows good writers to collect many drafts that can be revisited. Good writers write about topics that interest them. Good writers produce many drafts before finalizing a piece to develop further.	Listen and follow a discussion in order to contribute appropriately. Stay focused on topic. Wait turn to speak. Elaborate on experiences and ideas.	Listen to and discuss mentor texts to get ideas for writing. Use mentor texts as springboards for ideas from our own lives				<u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle <u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period
Revising (Follow District Pacing Guide)	Good writers add sensory details to their writing Good writers “borrow” words, phrases and ideas from mentor texts (but make them their own.) in their writing.	Use computer writing applications during some parts of the writing process. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.	Participate in teacher-created mini lessons to address appropriate revision techniques such as structure and notebook expectations.				
Editing/Proofreading (Follow District Pacing Guide)	Good writers revisit their writing to make it more polished and "clean" Good writers go back to their WNB and add to entries when they have more to say.	Use an editing checklist. Create a personal word dictionary or use the class word wall.	Participate in teacher-created mini lessons to address appropriate skills and conventions. Discuss the importance of using an editing checklist.				

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
(Publishing)/Sharing (Follow District Pacing Guide)	Members of a writing community share & discuss ideas with other writers. Good writers ask for feedback from other writers.	Work cooperatively and respectfully with a writing partner.	Discuss writing with a partner and listen respectfully to a writing partner.				

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Read a variety of genres aloud as time permits; have students read choice texts to one another if they finish early	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Encourage students to research and learn more about Eloise Greenfield and other texts that she has written	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allowed students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.	Provide open-ended prompts to respond to mentor texts; share responses to texts with peers.	Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Adjust amount of time students are expected to write independently on an as-needed basis.	Encourage students to conduct online research on topics of interest as they come up in mentor texts.	Encourage students to share what a partner said during discussions to facilitate sense of belonging to the group.	Ask students to share what a partner said during discussions to encourage active listening & participations
			Refer to students IEP for specific goals.
			Adjust amount of time students are expected to write independently on an as-needed basis.
			Provide paper with alternate spacing and/or layout options.

UNIT OVERVIEW

Course Title: Writer's Workshop: Grade 3

Unit #: UNIT 2 OVERVIEW

Unit Title: The Writing Process

Unit Description and Objectives:

In this unit, students learn about the Writing Process by working with a piece of writing from the first draft through publication. They select a draft to develop, reread their work critically, ask themselves questions about their writing, and revise, proofread and publish their writing. They learn about a professional author's writing process, and they continue to confer about their writing in a caring and responsible way.

Objectives:

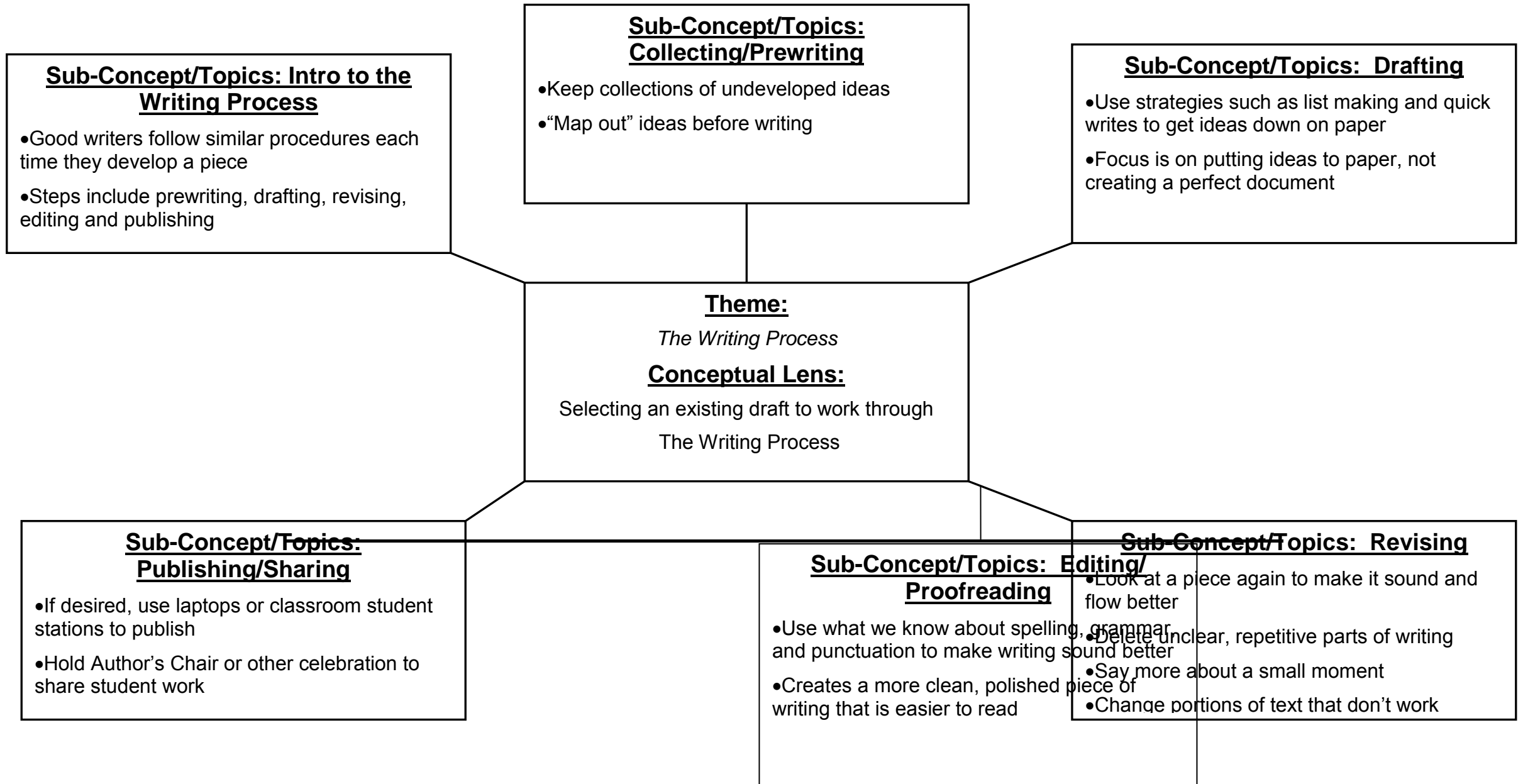
Students will be able to

- hear and discuss good writing
- generate ideas for writing
- learn year long procedures for writing time
- write freely, for increasingly longer periods of time
- learn about a professional author's writing habits & practices

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 What are the steps of the Writing Process? 1.2 How does working through each step in the process make me a better writer? 1.3 In what ways can writing partners support each other through the Writing Process?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 What is the most important aspect of drafting? 2.2 Why is it important to revisit and change a first draft? What kinds of changes can I make?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 What kinds of punctuation, spelling and grammar rules apply to this piece of writing? 3.2 How can correct grammar, spelling and punctuation make a text easier to read and understand?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What kind of writing best meets my needs?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course
Title/Grade: Elementary Writing Workshop: Grade 3
Unit
Number/Title: Unit 2/The Writing Process
Conceptual Lens: From Draft to Polished Piece
Appropriate Time Allocation : 3-4 weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
<u>W 3.3a</u>	<u>W 3.5</u>	<u>L 3.1e , L 3.2f</u>	<u>SL 3.1d</u>
<u>W 3.3b</u>	<u>W 3.6</u>	<u>L 3.1 I, L 3.6</u>	<u>SL 3.3</u>
<u>W 3.3c</u>	<u>W 3.10</u>	<u>L 3.2a</u>	<u>SL 3.4</u>
<u>W 3.3d</u>	<u>SL 3.1</u>	<u>L 3.2d</u>	<u>SL 3.6</u>
<u>W 3.4</u>	<u>SL 3.1 b</u>	<u>L 3.2e</u>	<u>L 3.1b</u>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>The Writing Process Collecting Ideas</p> <p>(Follow District Pacing Guide)</p>	<p>Good writers get ideas from people, places, things and experiences that they know.</p> <p>Good writers get ideas from their own memories.</p> <p>Good writers use a variety of strategies to help them plan their writing.</p> <p>Writing for sustained periods of time allows good writers to collect many drafts that can be revisited.</p> <p>Good writers write about topics that interest them.</p>	<p>Use a basic writing process to develop writing.</p> <p>Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading and discussion.</p> <p>Examine real world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.</p> <p>Develop a collection of writings (e.g., writer’s notebook).</p>	<p><u>Establishing Writing Partnerships</u> Work cooperatively and collaboratively with a writing partner. Partners offer suggestions and support while revising their own work based on partner feedback.</p> <p><u>Collecting/Immersion</u> Listen to and discuss mentor texts to get ideas for writing.</p> <p>Use mentor texts as springboards for ideas from our own lives.</p> <p>Continue to practice procedures for working with a partner: <i>Think Pair Share</i> and <i>Turn and Talk to a Partner</i></p>	<p>Being a Writer Unit 2</p> <p>Week 1 Pages 118-137</p> <p>Week 2 Pages 139-154</p> <p>Week 3 Pages 155-172</p> <p>WTPS District Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with skills and conventions</p>	<p>Create a document with text using a word processing program.</p> <p>Illustrate and communicate original ideas and stories using digital tools and media-rich sources.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	<p>8.1.2.A.4</p> <p>8.1.2.B.1</p> <p>9.1.4.B.1</p> <p>9.1.4.D.1</p>	<p><u>Writer’s Notebook:</u> Use district rubric and conversion guide; assess at end of Unit 2</p> <p><u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 2</p> <p><u>Quizzes:</u> Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 2 (possible topics: Four Square, story maps, Opening Sentence categories (e.g., write 4 action opening or 3 dialogue openings, etc.), Sensory Wheels; correction of run-on sentences</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Prewriting (Follow District Pacing Guide)</p>	<p>Good writers produce many drafts before finalizing a piece to develop further.</p> <p>Making lists is an excellent strategy for organizing a writer's thinking.</p> <p>Asking and answering interview questions can help a writer plan their thinking</p>	<p>Write narrative text (e.g., realistic or humorous story).</p> <p>Use graphic organizers to assist with writing.</p> <p>Write a narrative piece based on personal experiences.</p>	<p><u>Rehearsing/Immersion</u> Build stamina for writing by writing for increasingly longer periods each day and writing about topics that interest students.</p> <p>Listen to and discuss ways that professional authors get ideas.</p>		<p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>	<p>9.1.4.F.1</p>	<p><u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle</p> <p><u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period</p>
<p>Drafting (Follow District Pacing Guide)</p>	<p>Good writers select a piece in which they have a lot to write.</p>	<p>Compose first drafts from prewriting work.</p> <p>Analyze examples of narrative and expository writing to develop understanding of paragraphs and indentation.</p>	<p>Use a graphic organizer to plan a piece of writing (e.g., this unit will most likely lead to a personal narrative)</p> <p><u>Selecting</u> Review drafts in Writer's Notebook to select a piece for publication.</p> <p><u>Drafting</u> Begin drafting the piece selected. The draft will take place out of the writer's notebook</p>				
<p>Revising (Follow District Pacing Guide)</p>	<p>Good writers add sensory details to their writing</p> <p>Good writers "borrow" words, phrases and ideas from mentor texts (but make them their own.) in their writing.</p>	<p>Reflect on own writing, noting strengths and areas needing improvement. Share and discuss own writing with other students</p>	<p><u>Developing/Nurturing</u> Develop parts of the draft to reflect mini-lesson work and explore the best way to convey the meaning/message.</p>				

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Editing/Proofreading</p> <p>(Follow District Pacing Guide)</p>	<p>Good writers go back to their WNB and add to entries when they have more to say.</p> <p>Good writers revisit their writing to make it more polished and "clean"</p>	<p>Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings and word choice to show voice.</p> <p>Write the events of a story sequentially.</p> <p>Edit work for basic spelling and mechanics.</p> <p>Use computer writing applications during some parts of the writing process.</p> <p>Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling.</p> <p>Spell words correctly with particular attention to frequently used words, contractions and homophones.</p>	<p><u>Revising</u> Confer with the teacher and writing partners throughout the process.</p> <p>Model & practice including strong openings.</p> <p>(Teachers may wish to include additional revision lessons including the following: deletion of unclear or unnecessary portions of text, elaboration of small moments, insertion of vocabulary from <i>Making Meaning</i> lessons and other sources)</p> <p><u>Editing/Proofreading</u> Proofread for spelling, grammar and punctuation.</p> <p>Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p> <p>Work together to proofread text.</p> <p>Use an editing checklist.</p>				

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Editing/Proofreading (cont'd)		Use capital letters correctly in sentences, for proper nouns, and in titles. Indent in own writing to show the beginning of a paragraph.					
(Publishing)/Sharing (Follow District Pacing Guide)	Members of a writing community share & discuss ideas with other writers. Good writers ask for feedback from other writers.	Use transitions between paragraphs. Produce finished writings to share with class and/or publication. Share and talk about own writing for classroom audience. Organize favorite work samples in a writing folder or portfolio. Use writing as a tool for learning, self discovery and reflection. Create written texts for others to read.	Publish a final draft of piece. Present final versions in Author's Chair or other celebration.				

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Read a variety of genres aloud as time permits; have students read choice texts to one another if they finish early	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual or verbal prompts for responding to questions in discussions.	Encourage students to read more texts by Judy Blume or to research the author.	Provide visual or verbal prompts for responding to questions in discussions.	Provide visual or verbal prompts for responding to questions in discussions.
Allow students to discussion revision ideas with a partner before beginning to make changes to drafts.	Have students generate a word bank or dictionary of alternatives to overused words.	Allow students to discussion revision ideas with a partner before beginning to make changes to drafts.	Allow students to discussion revision ideas with a partner before beginning to make changes to drafts.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.	With permission, allow students to publish writing online, or create versions (such as audio recording or podcasts) that allow them to share texts with friends and family	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.
Adjust amount of time students are expected to write independently on an as-needed basis.			Ask students to share what a partner said during discussions to encourage active listening & participations
If students are having difficulty extending writing ideas, allow them to draw pictures before asking them to write.			Refer to students IEP for specific goals.
			Adjust amount of time students are expected to write independently on an as-needed basis.
			Provide paper with alternate spacing and/or layout options; or allow student to type.

UNIT OVERVIEW

Course Title: Elementary Writing Workshop: Grade 3

Unit #: UNIT 3 OVERVIEW

Unit Title: Personal Narrative

Unit Description and Objectives:

During this unit, students explore the genre of personal narrative and write about significant topics and events from their own lives. They explore what goes into a good personal narrative, including sensory details to make stories come alive. Students hear, discuss, and write personal narratives. Social goals include asking one another questions about their writing and giving helpful and respectful feedback. They also practice giving their full attention to a speaker and expressing interest in other people's writing.

Objectives:

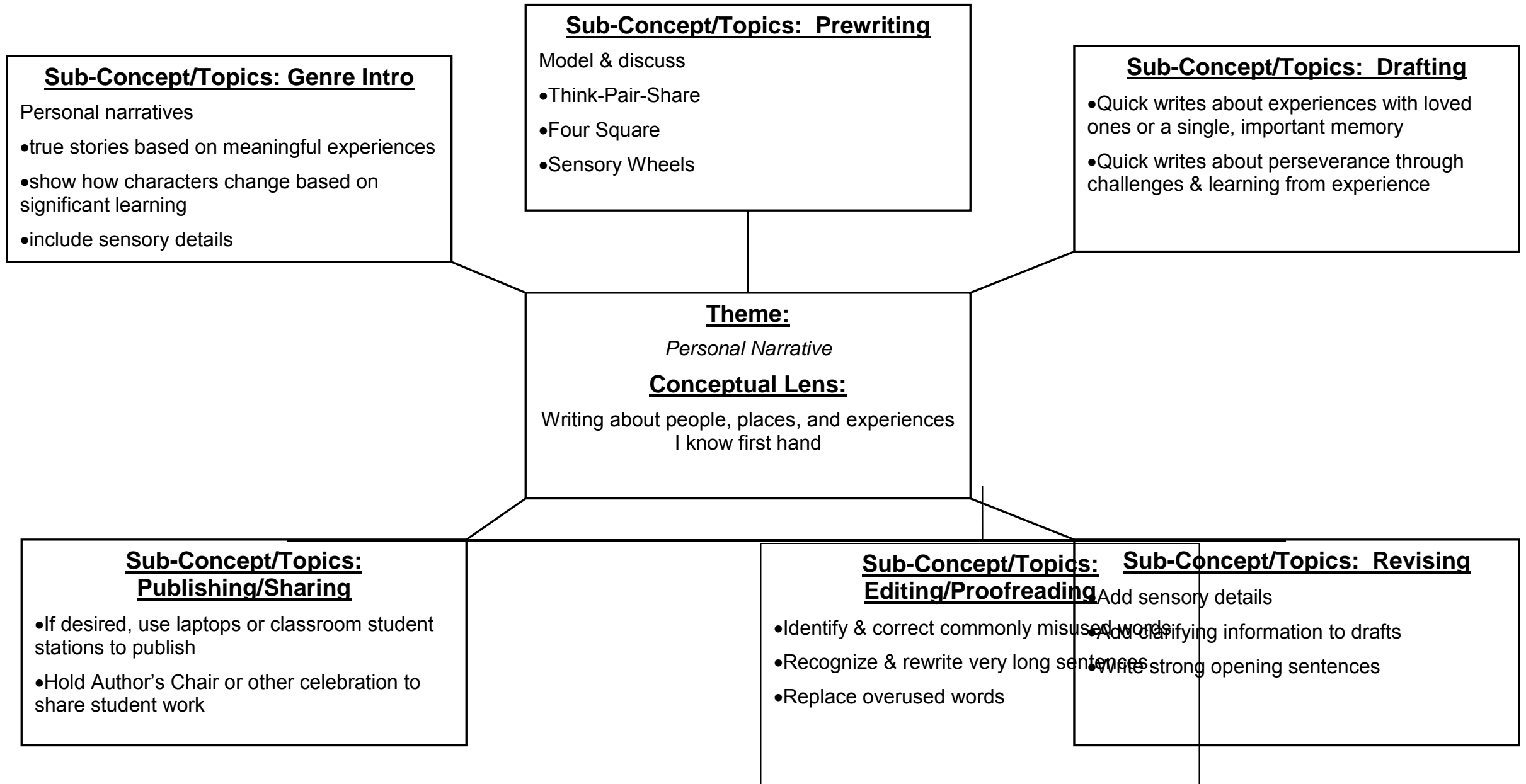
Students will be able to

- hear, discuss and draft personal narratives
- explore sensory details
- generate ideas from their own lives
- learn about a professional author's writing practice
- confer with a partner and the teacher
- assess their own writing
- review drafts and select one to develop, revise, proofread and publish
- present finished personal narrative to the class

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 In what ways can talking about memories help us plan writing? 1.2 What are some important interview questions to ask and answer with a writing partner?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 How can personal experiences shape a writer's story? 2.2 What can a writer learn about him/herself through personal perseverance?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 Why is it essential to include a strong opening in a personal narrative? 3.2 How can sensory details make writing more effective?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What are some ways to engage a reader in personal narrative? 4.2 What can good readers and writers learn from other writers?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 3/Personal Narrative
Conceptual Lens: Writing from Personal Experience
Appropriate Time Allocation (# of Days): 4 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators				
RL 3.2	W 3.5	SL 3.4	L 3.2	L 3.3a
W 3.3a	W 3.6	SL 3.6	L 3.2b	
W 3.3b	W 3.8	L 3.1	L 3.2c	
W 3.3c	W 3.10	L 3.1c	L 3.2e	
W 3.3d	SL 3.1b	L 3.1f	L 3.2f	
W 3.4	SL 3.1d	L 3.1g	L 3.2g	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Personal Narrative (Follow District Pacing Guide)	Personal narratives are true stories based on meaningful experiences. Personal narratives often show how a character changes based on significant learning. Personal narratives draw the reader in by including sensory details.	Use a basic writing process to develop writing. Examine real world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice. Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading and discussion. Analyze examples of narrative and expository writing to develop understanding of paragraphs and indentation.	<u>Establishing Writing Partnerships</u> Work cooperatively and collaboratively with a writing partner. Partners offer suggestions and support while revising their own work based on partner feedback. <u>Collecting/Immersion</u> Listen to and discuss mentor texts to get ideas for writing a personal narrative.	<i>Being a Writer Unit 3</i> Week 1 Pages 176-193 Week 2 Pages 194-216 WTPS Scope and Sequence Teacher-created mini lessons to address the writing process along with the structure and form of the genre	Create a document with text using a word processing program. Illustrate and communicate original ideas and stories using digital tools and media-rich sources. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.	8.1.2.A.4 8.1.2.B.1 9.1.4.B.1 9.1.4.D.1	<u>Writer’s Notebook:</u> Use district rubric and conversion guide; assess at end of Unit 3 <u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 3 <u>Quizzes:</u> Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 3 (possible topics: Story Maps, Punctuation, adding sensory details, proofreading marks) <u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Prewriting (Follow District Pacing Guide)</p>	<p>Good writers use a variety of strategies to help them plan their writing.</p> <p>Good writers use graphic organizers such as a Four Square and Sensory Wheels to organize their thinking and writing.</p> <p>Writing for sustained periods of time allows good writers to collect many drafts that can be revisited.</p> <p>Good writers write about topics that interest them.</p>	<p>Use graphic organizers to assist with writing.</p> <p>Write the events of a story sequentially.</p> <p>Write narrative text (e.g., realistic or humorous story).</p>	<p><u>Rehearsing/Immersion</u> Use mentor texts as springboards for ideas from our own lives.</p> <p>Listen to mentor texts to practice visualizing sensory details that we can add to our own writing.</p> <p>Model & practice procedures for working with a partner: <i>Think Pair Share</i> and <i>Turn and Talk to a Partner, Make Decisions & Solve Problems Respectfully</i></p>	<p><i>Being a Writer</i> <i>Unit 3</i></p> <p>Week 1 Pages 176-193</p> <p>Week 2 Pages 194-216</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address prewriting tools such as a Four Square graphic organizer, sensory wheel, or Story Map (set up, mix up, end up)</p>	<p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>	<p>9.1.4.F.1</p>	<p><u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period</p>
<p>Drafting (Follow District Pacing Guide)</p>	<p>Good writers produce many quick drafts before finalizing a piece to develop further.</p>	<p>Compose first drafts from prewriting work.</p>	<p>Build stamina for writing by writing for increasingly longer periods each day and writing about topics that interest students.</p> <p><u>Selecting</u> Select a narrative for further development.</p> <p><u>Drafting</u> Begin drafting the piece selected. The draft is written outside of the notebook.</p>	<p>Week 3 Pages 217-231</p> <p>Week 4 Pages 233-251</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with techniques to develop story structure, characterization, elaboration, etc.</p>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Revising (Follow District Pacing Guide)</p>	<p>Good writers add sensory details to their writing</p> <p>Good writers begin pieces with strong opening sentences</p> <p>Good writers add information & details to their writing</p>	<p>Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings and word choice to show voice.</p> <p>Elaborate on experiences and ideas.</p>	<p><u>Developing/Nurturing</u> Develop parts of the draft to reflect mini-lesson work and explore the best way to convey the meaning/message.</p> <p>Add sensory details to drafts.</p> <p>Revise drafts for strong openings. Include action, dialogue and setting the scene.</p> <p>Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence.</p> <p>Focus on commonly misused words, correcting longer sentences & replacing overused words</p> <p><i>Confer with a partner and the teacher.</i></p>	<p>Week 3 Pages 217-231</p> <p>Week 4 Pages 233-251</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address appropriate revision techniques such as elaboration, vivid imagery, and strong openings.</p>			
<p>Editing/Proofreading (Follow District Pacing Guide)</p>	<p>Good writers revisit their writing to make it more polished and "clean."</p>	<p>Edit work for basic spelling and mechanics</p> <p>Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling. Use knowledge of English grammar and usage such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech to craft writing.</p>	<p><u>Editing/Proofreading</u> Proofread for spelling, grammar, and punctuation.</p> <p>Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p> <p>Work together to proofread text.</p> <p>Use an editing checklist.</p>	<p>Week 3 Pages 217-231</p> <p>Week 4 Pages 233-251</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with skills and conventions</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Editing/Proofreading (cont'd)		<p>Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.</p> <p>Spell words correctly with particular attention to frequently used words, contractions and homophones.</p>					
Publishing/Sharing (Follow District Pacing Guide)	Members of a writing community complete polished drafts of their work and then share it with others in that community.	<p>Produce a narrative with a beginning, middle and end.</p> <p>Reflect on own writing, noting strengths and areas needing improvement.</p> <p>Participate with peers to comment on and react to each other's writing.</p> <p>Share and discuss own writing with other students.</p> <p>Use computer writing applications to publish work..</p> <p>Produce finished writings to share with class and/or for publication.</p>	<p>Share writing in Author's Chair.</p> <p><i>Listen respectfully and responsibly.</i></p> <p>Listen to and discuss ways that professional authors get ideas.</p> <p>Compose or publish the final draft using a computer writing application.</p>	<p>Week 3 Pages 217-231</p> <p>Week 4 Pages 233-251</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with publication expectations</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Read a variety of genres aloud as time permits; have students read choice texts to one another if they finish early	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Provide open-ended prompts to respond to mentor texts; share responses to texts with peers.	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allowed students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.	Encourage students to read additional selections from <u>Childtimes</u> if they are interested.	Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.	Write letters home about what students have learned about writing Personal Narratives.	Allow students to sketch ideas before beginning writing.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.
Adjust amount of time students are expected to write independently on an as-needed basis.		Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.	Ask students to share what a partner said during discussions to encourage active listening & participations
			Adjust amount of time students are expected to write independently on an as-needed basis.
			Provide paper with alternate spacing and/or layout options; or allow student to type.
			Refer to students IEP for specific goals.

UNIT OVERVIEW

Course Title: Elementary Writing Workshop: Grade 3

Unit #: UNIT 4 OVERVIEW

Unit Title: Fiction

Unit Description and Objectives:

During this unit, students will explore fiction writing. They will draft, revise and publish their own stories. Through reading different kinds of fiction texts and examining the way authors craft stories, they learn how to integrate elements of character, setting and plot into their own stories. Students further their understanding of how characters are developed through description, action, and speech, and they use interesting verbs and adverbs to make their writing dynamic. Writers cultivate a relaxed and creative attitude toward their work and continue to be contributing members of the classroom writing community. TEACHERS SHOULD NOTE THAT ALTHOUGH THE *BAW* GUIDE ALLOWS STUDENTS TO CHOOSE THE TYPE OF FICTION PIECE THEY WILL PRODUCE, ALL THIRD GRADE STUDENTS SHOULD WRITE A PIECE THAT IS **REALISTIC FICTION**. TEACHERS MAY INSTRUCT STUDENTS TO ADD AN ELEMENT OF FANTASY BY INCLUDING ONE OR TWO EXAMPLES OF PERSONIFICATION INTO THEIR WRITING.

Objectives:

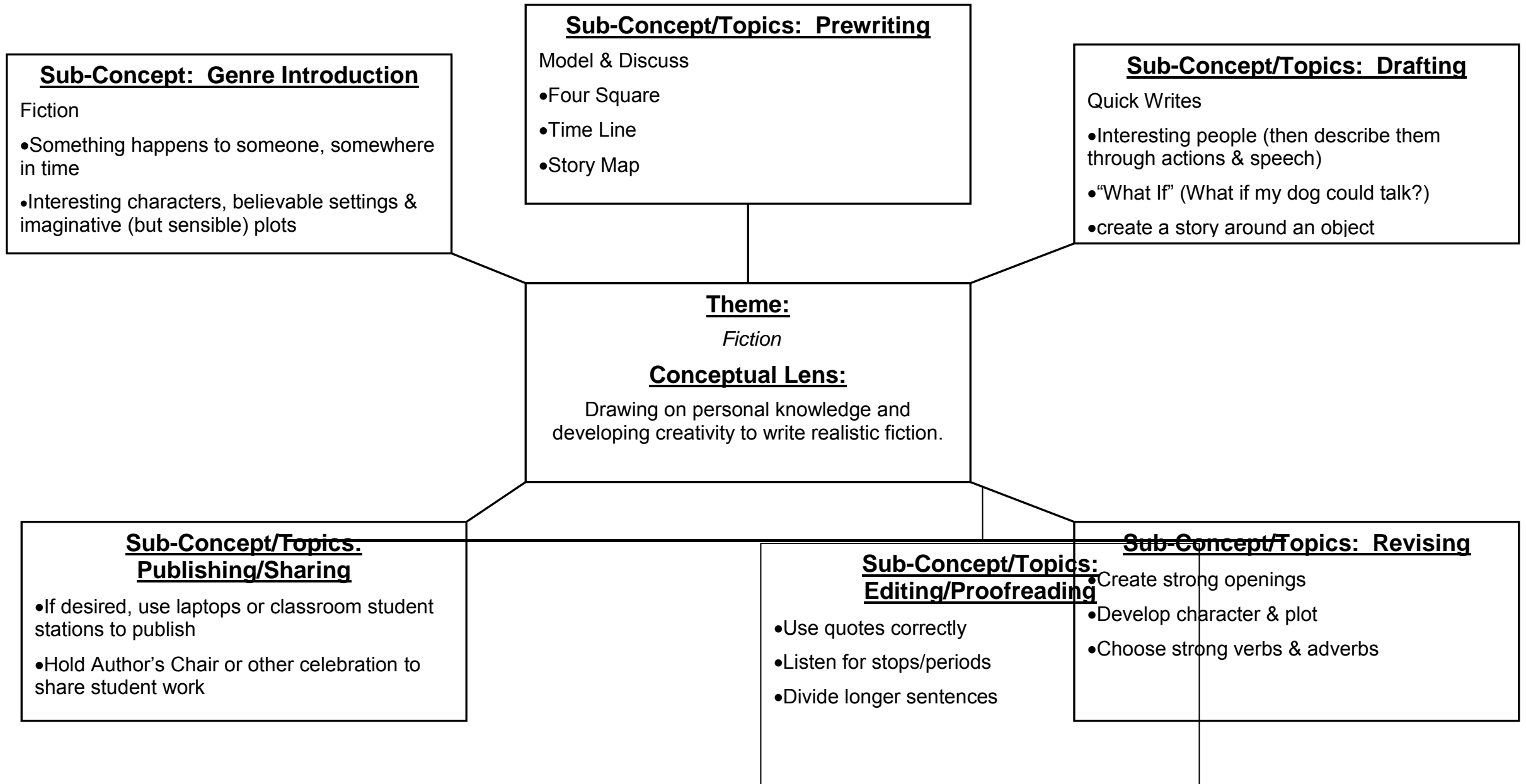
Students will be able to

- hear and discuss various works of fiction
- informally explore elements of fiction
- draft fiction pieces
- explore how character, setting and plot are developed in stories
- cultivate creativity in their writing
- review final drafts and select one to develop, revise, proofread and publish
- learn about a professional author's writing process
- confer with a partner and the teacher
- learn how to punctuate speech
- present finished pieces to the class

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 Why are Story Maps and Four Squares good tools to organize a piece of Fiction? 1.2 In what ways can writers stretch their imagination to build creativity?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 Why is it important for a piece of fiction to have a strong opening? 2.2 How do good writers develop strong characters?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 How can strong verbs and adverbs make my writing more effective? 3.2 How does properly punctuated speech make a story stronger?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What are the characteristics of realistic fiction? 4.2 What do readers like about realistic fiction stories?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 4/Fiction
Conceptual Lens: Realistic Fiction
Appropriate Time Allocation (# of Days): 6 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
W 3.3a	W 3.6	SL 3.1d	L 3.1f
W 3.3b	W 3.8	SL 3.2	L 3.1h
W 3.3c	W 3.10	SL 3.4	
W 3.3d	SL 3.1	SL 3.5	
W 3.4	SL 3.1b	L 3.1	
W 3.5	SL 3.1c	L 3.1 d	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Fiction (Follow District Pacing Guide)	<p>Fictional text features something happening to someone somewhere in time.</p> <p>Pieces of fiction most often include interesting characters, believable settings and imaginative (but sensible) plots</p> <p>Writing for sustained periods of time allows good writers to collect many drafts that can be revisited.</p> <p>Good writers write about topics that interest them.</p> <p>Good writers produce many drafts before finalizing a piece to develop further.</p>	<p>Examine real world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.</p> <p>Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading and discussion.</p> <p>Write narrative text (e.g., realistic fiction or fantasy).</p> <p>Identify how authors use humor, sarcasm and imagery in fiction and nonfiction to extend message.</p> <p>Write to express thoughts and ideas, to share experiences, and to communicate socially.</p> <p>Create an audio recording or a Podcast of completed stories to share with parents or peer-tutor partners.</p>	<p><u>Establishing Writing Partnerships</u> Work cooperatively and collaboratively with a writing partner. Partners offer suggestions and support while revising their own work based on partner feedback.</p> <p><u>Collecting/Immersion</u> (Listen to a mentor text and identify features of fiction (narrative elements)</p> <p><u>Rehearsing/Immersion</u> Use mentor texts as springboards for ideas from our own lives.</p>	<p><i>Being a Writer Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 “The Guide on the Side” in conjunction with BAW. Plans are detailed on EBoard under <i>Writer’s Workshop BAW Gr. 3 Pacing Guide</i></p> <p><i>WTPS District Scope and Sequence</i></p>	<p>Create a document with text using a word processing program.</p> <p>Illustrate and communicate original ideas and stories using digital tools and media-rich sources.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p> <p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home,</p>	<p>8.1.2.A.4</p> <p>8.1.2.B.1</p> <p>9.1.4.B.1</p> <p>9.1.4.D.1</p> <p>9.1.4.F.1</p>	<p><u>Winter Benchmark:</u> Poem Linked Prompt (scored according to state rubric)</p> <p><u>Writer’s Notebook:</u> Use district rubric and conversion guide; assess at end of Unit 4</p> <p><u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 4</p> <p><u>Quizzes:</u> Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 4 (possible topics: punctuation of dialogue; replacing weak verbs; using comparative adjectives; etc</p> <p><u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Prewriting (Follow District Pacing Guide)</p>	<p>Good writers use a variety of strategies to help them plan their writing.</p> <p>Good writers use graphic organizers such as a Four Square, time line and story maps to organize their thinking and writing.</p>	<p>Use graphic organizers to assist with writing.</p>	<p>Discuss and/or list memorable events from their own lives that might be interesting topics for a fiction draft.</p> <p>Complete a Four Square on a topic of interest.</p> <p>Use a time line or story map to organize story details on a memory or important event from personal experience.</p> <p>Quick write about interesting people in their lives.</p>	<p><i>Being a Writer</i> <i>Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 “The Guide on the Side” in conjunction with BAW. Plans are detailed on EBoard under <i>Writer’s Workshop BAW Gr. 3 Pacing Guide</i></p> <p><i>WTPS District Scope and Sequence</i></p>	<p>school, and community.</p>		<p>least once per sort cycle <u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period</p>
<p>Drafting (Follow District Pacing Guide)</p>	<p>Well-written fiction stories include a strong opening.</p> <p>Effective fictional text includes well-developed characters, setting, and plot.</p> <p>Good writers use strong verbs and adverbs in their writing.</p>	<p>Plan the set-up, mix-up, end-up, and solution prior to drafting a fiction story.</p> <p>Compose first drafts from prewriting work.</p>	<p><u>Selecting</u> Select a narrative for further development.</p> <p><u>Drafting</u> Begin drafting the piece selected. Drafts are written outside of the writer’s notebook.</p> <p><u>Developing/Nurturing</u> Develop parts of the draft to reflect mini-lesson work and explore the best way to convey the meaning/message. (e.g., strong openings, character development, plot, and the use of strong verbs and adverbs.)</p> <p>(If desired) add an element of fantasy to the realistic fictional piece by including an example(s) of personification.</p>	<p><i>Being a Writer</i> <i>Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 “The Guide on the Side” in conjunction with BAW. Plans are detailed on EBoard under <i>Writer’s Workshop BAW Gr. 3 Pacing Guide</i></p> <p><i>WTPS District Scope and Sequence</i></p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Revising (Follow District Pacing Guide)</p>	<p>Good writers include quotations and punctuate speech correctly.</p> <p>Good writers identify places in their writing where pauses and stops naturally occur.</p>	<p>Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings and word choice to show voice.</p> <p>Indent in own writing to show the beginning of a paragraph.</p> <p>Use transitions between paragraphs.</p> <p>Use descriptive words to clarify and extend ideas (e.g., antonyms, synonyms).</p> <p>Participate with peers to comment on and react to each other's writing</p>	<p><u>Revising</u> Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p> <p>Possible mini lessons may include the following:</p> <p>Use quotations correctly.</p> <p>Actively listen to their writing for pauses and stops</p> <p>Divide longer, run-on sentences into shorter, more effective sentences.</p>	<p><i>Being a Writer</i> <i>Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 "The Guide on the Side" in conjunction with BAW. Plans are detailed on EBoard under <i>Writer's Workshop BAW Gr. 3 Pacing Guide</i></p> <p><i>WTPS District Scope and Sequence</i></p>			
<p>Editing/Proofreading (Follow District Pacing Guide)</p>	<p>Good writers divide longer sentences into shorter sentences.</p> <p>Good writers revisit their writing to make it more polished and "clean"</p>	<p>Edit work for basic spelling and mechanics.</p> <p>Use everyday words in appropriate written context.</p> <p>Write a descriptive piece, such as a description of a person, place, or object.</p> <p>Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling.</p>	<p><u>Editing/Proofreading</u> Proofread for spelling, grammar and punctuation.</p> <p>Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p> <p>Work together to proofread text.</p> <p>Use an editing checklist.</p>	<p><i>Being a Writer</i> <i>Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 "The Guide on the Side" in conjunction with BAW. Plans are detailed on EBoard under <i>Writer's Workshop BAW Gr. 3 Pacing Guide</i></p> <p><i>WTPS District Scope and Sequence</i></p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Editing (cont'd)		<p>Use knowledge of English grammar and usage such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech to craft writing.</p> <p>Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.</p> <p>Spell words correctly with particular attention to frequently used words, contractions and homophones.</p> <p>Use capital letter correctly in sentences, for proper nouns, and in titles.</p> <p>Use beginning dictionaries to check and correct spellings.</p>					
Publishing/Sharing (Follow District Pacing Guide)	Members of a writing community complete polished drafts of their work and then share it with others in that community.	<p>Share and discuss own writing with other students.</p> <p>Produce finished writings to share with class and/or for publication.</p> <p>Use word processing software to compose and publish text.</p>	<p>Use laptops or classroom student stations to publish finished fiction pieces</p> <p>Share finished pieces with the writing community by participating in Author's Chair or other celebration.</p>	<p><i>Being a Writer</i> <i>Unit 4</i></p> <p>Follow Unit Plan for Fiction-Gr. 3 "The Guide on the Side" in conjunction with BAW. Plans are detailed on EBoard under <i>Writer's Workshop BAW Gr. 3 Pacing Guide</i></p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Provide open-ended prompts to respond to mentor texts; share responses to texts with peers.	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Encourage students to discuss examples of fiction that they are reading independently.	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allowed students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.	Complete additional “What If?” quick writes to generate more ideas for fiction topics.	Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed fiction pieces.	If students are interested, encourage them to read the remainder of <u>Cherries and Cherry Pits</u> . Discuss ways that the author allows the reader to visualize characters.	Allow students to sketch ideas before beginning writing.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed fiction pieces.
Adjust amount of time students are expected to write independently on an as-needed basis.	Encourage students to complete independent author studies and share “results” with other students.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed fiction pieces.	Ask students to share what a partner said during discussions to encourage active listening & participations
Share and discuss examples of dialogue in published works of fiction.	Have students to generate lists of vivid adverbs and verbs to be used in their writing.	Share and discuss examples of dialogue in published works of fiction.	Adjust amount of time students are expected to write independently on an as-needed basis.
	With permission, allow students to publish writing online, or create versions (such as audio recording or podcasts) that allow them to share texts with friends and family		Provide paper with alternate spacing and/or layout options; or allow student to type.
	Write letters home about what students are learning about writing fiction.		Refer to students’ IEP for specific goals.

UNIT OVERVIEW

Course Title: Elementary Writing Workshop: Grade 3

Unit #: UNIT 5 OVERVIEW

Unit Title: Persuasive Nonfiction

Unit Description and Objectives:

During this four week unit, students will read and write essays defending particular opinions as they explore the elements of persuasive essays. They brainstorm topics they have strong opinions about, and will select one of those topics to write a persuasive essay about. The students will learn to identify an audience for their essays. They state and support their opinions with reasons. Students will confer in pairs and revise their essays based on partner feedback. Socially, they express their own opinions as they learn to respect and consider the opinions of others. Students may express interest in, and appreciation for one another's writing.

Objectives:

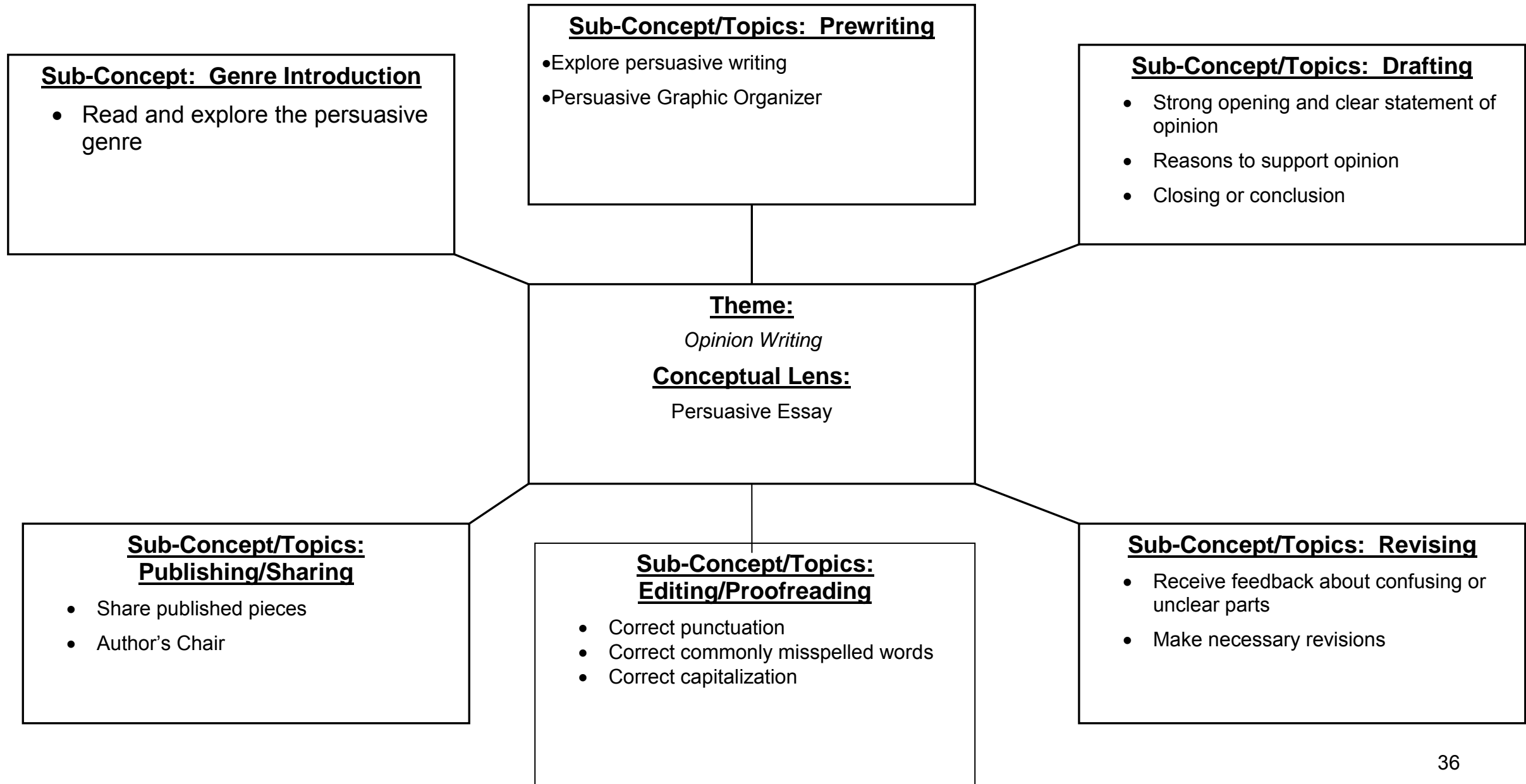
Students will be able to

- hear and discuss various works of persuasive nonfiction
- informally explore elements of persuasive nonfiction
- draft persuasive nonfiction essays
- cultivate creativity in their writing
- review final drafts and select one to develop, revise, proofread and publish
- learn about a professional author's writing process
- confer with a partner and the teacher
- present finished pieces to the class

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 Why are Story Maps and Four Squares good tools to organize a piece of Fiction? 1.2 In what ways can writers stretch their imagination to build creativity?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 Why is it important for a piece of fiction to have a strong opening? 2.2 How do good writers develop strong characters?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 How can strong verbs and adverbs make my writing more effective? 3.2 How does properly punctuated speech make a story stronger?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What are the characteristics of realistic fiction? 4.2 What do readers like about realistic fiction stories?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 5/Opinion Writing
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): 3 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators			
W 3.1.a - d	SL3.3	_____	_____
W3.4	SL3.6	_____	_____
W3.5	L3.2a,c,d	_____	_____
W3.6 W3.10	L3.3a,b	_____	_____
SL3.1 a - d	L3.6	_____	_____
SL3.2		_____	_____

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Persuasive Writing	<p>Features & structures of persuasive essay that may be used in students' writing</p> <p>Good writers use prewriting strategies such as graphic organizers to plan their writing</p>	<p>Learn that the purpose of opinion writing is to persuade the reader to agree with the author's opinion.</p> <p>Learn that a persuasive essay is one form of opinion writing.</p> <p>Hear and discuss persuasive essays.</p> <p>Write routinely over extended time frames and shorter time frames.</p> <p>Engage effectively in a range of collaborative discussion.</p> <p>Analyze the characteristics of a variety of genres.</p> <p>Examine real world examples of writing in various genres to gain understanding of how authors communicate ideas.</p>	<p>Establishing Writing Partnerships: Work cooperatively with a writing partner. Partners offer suggestions and support while revising their work based on partner feedback.</p> <p>Collecting / Immersion: Listen to persuasive essays or mentor text that introduce and expose features of the genre. Use a writer's notebook to experiment with ideas for this type of writing.</p> <p>Rehearsing / Immersion: Read and review persuasive essays that exemplify persuasive writing. Use a prewriting organizer to plan and draft persuasive essays.</p>	<p>Being a Writer (BAW) Downloadable Genre Unit: Opinion Writing</p> <p>Week 1- Pages 5 – 25</p> <p>Week 2 – Pages 26 - 45</p>	<p>Type published piece</p> <p>Type published piece adding graphics</p> <p>Use computers to research</p> <p>Turn to partner and talk</p> <p>Peer share</p> <p>Peer conference</p> <p>Reflect on feedback</p> <p>Authors Chair</p>	<p>8.1.2.a.4</p> <p>8.1.4.a.2</p> <p>8.2.2.a.1</p> <p>9.1.4.a.1</p> <p>9.1.4.a.5</p> <p>9.1.4.b.1</p> <p>9.1.4.c.1</p> <p>9.1.4.d.1</p> <p>9.1.4.d.2</p>	<p>Rubric: Writer's Notebook</p> <ul style="list-style-type: none"> Use the district rubric and conversion guide Assess after the first draft when the students transition out of the notebook. <p>Rubric: Participation Rubric</p> <ul style="list-style-type: none"> Use the district rubric and conversion guide Assess at least once for each unit <p>Rubric: Published Process Piece</p> <ul style="list-style-type: none"> Use the district rubric and conversion guide Assess at least once for each unit

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Good writers generate many ideas and quick drafts before finalizing a piece to develop further.</p> <p>Good writers compose first drafts from prewriting work.</p> <p>Good writers revise their work using openings, closings, statements of opinion, and supporting reasons.</p>	<p>Identify the purpose and audience for persuasive essays.</p> <p>Identify the information that is communicated in persuasive essays.</p> <p>Identify topics about which they have strong opinions.</p> <p>Speculate as to the intended audience of a persuasive essay.</p> <p>Draft writing in a selected genre with supporting structure according to the intended messages, audience, and purpose for writing.</p> <p>Choose a topic and write a persuasive essay.</p> <p>Explore the structure of persuasive essays:</p> <ul style="list-style-type: none"> • opinion stated in opening paragraph • support opinion in subsequent paragraphs • use linking words to connect ideas • reaffirm opinion in the closing paragraph 	<p>Selecting: Select an idea to develop into a published persuasive essay.</p> <p>Developing / Nurturing: Add reasons to support opinions.</p> <p>Drafting: Write a first draft on paper (outside writer's notebook)</p> <p>Revising: Participate in mini-lessons aimed to address specific or grade level areas of need. Be sure to include:</p> <ul style="list-style-type: none"> • Opening sentence • Closing sentence • Statement of Opinion • Supporting reasons 	<p>Being a Writer (BAW) Downloadable Genre Unit: Opinion Writing WTPS Scope & Sequence</p> <p>Week 3 – Pages 46 - 62</p>			<p>Quizzes:</p> <ul style="list-style-type: none"> • Related to mini-lessons • Assess at least once for each unit <p>On Demand Writing:</p> <ul style="list-style-type: none"> • Use NJ Holistic Scoring Rubric • Assess one to two per grading period <p>Benchmark Assessments: Follow the writing testing schedule: Baseline (Fall) Benchmark I (Winter) Benchmark II (Spring)</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>Good writers edit for commonly misused words, capitalization, and punctuation.</p> <p>Members of the writing community complete polished drafts of their work and share them with others in the community.</p>	<p>Develop and use strong openings and closings.</p> <p>Confer about persuasive essays.</p> <p>Revise essays based on partner feedback.</p> <p>Use standard English conventions that are developmentally appropriate.</p> <p>Use knowledge of English grammar and usage.</p> <p>Use punctuation correctly in sentences.</p> <p>Use everyday words in appropriate written context.</p> <p>Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency.</p> <p>Proofread for accuracy.</p> <p>Produce finished persuasive essays to share with class.</p>	<p>Spelling:</p> <ul style="list-style-type: none"> Explore developmental spelling through the use of patterns, structural analysis, and high frequency words. <p>Editing / Proofreading:</p> <ul style="list-style-type: none"> Use an editing checklist to proofread and correct written work. Be sure to include commonly misspelled words, capitalization, and punctuation. <p>Publishing:</p> <ul style="list-style-type: none"> Create a final copy of the essay. Share work using author's chair and /or partner share. 	<p>Being a Writer (BAW) Downloadable Genre Unit: Opinion Writing</p> <p>WTPS Scope & Sequence</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Provide open-ended prompts to respond to mentor texts; share responses to texts with peers.	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Encourage students to discuss examples of persuasive writing that they are reading independently.	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allowed students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.		Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed persuasive pieces.		Allow students to sketch ideas before beginning writing.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed persuasive pieces.
Adjust amount of time students are expected to write independently on an as-needed basis.		Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed pieces.	Ask students to share what a partner said during discussions to encourage active listening & participations
			Adjust amount of time students are expected to write independently on an as-needed basis.
			Provide paper with alternate spacing and/or layout options; or allow student to type.

UNIT OVERVIEW

Course Title: Writer's Workshop: Grade 3

Unit #: UNIT 6 OVERVIEW

Unit Title: Expository Nonfiction

Unit Description and Objectives:

During this unit, students cultivate their curiosity as they explore non-fiction and learn interesting ways to communicate information. They immerse themselves in texts about animals and then select one animal to research with a partner. Pairs will then write, revise, and publish a piece of informational non-fiction about that animal to share with the writing community. The students will learn research skills such as note taking and organizing information by topic. Expository text features (such as illustrations and captions) will also be introduced and rehearsed, to be included in students' writing. They learn skills and conventions that are useful in writing expository text. Partners learn to work cooperatively by sharing resources, reaching agreement on decisions and taking responsibility for their own work. PLEASE BE ADVISED THAT ALTHOUGH THE **BAW** MANUAL SUGGESTS THAT STUDENTS CHOOSE THE TYPE OF EXPOSITORY TEXT TO WRITE, ALL THIRD GRADERS WILL PUBLISH A **QUESTION/ANSWER BOOK** FOR PURPOSES OF THIS UNIT.

Objectives:

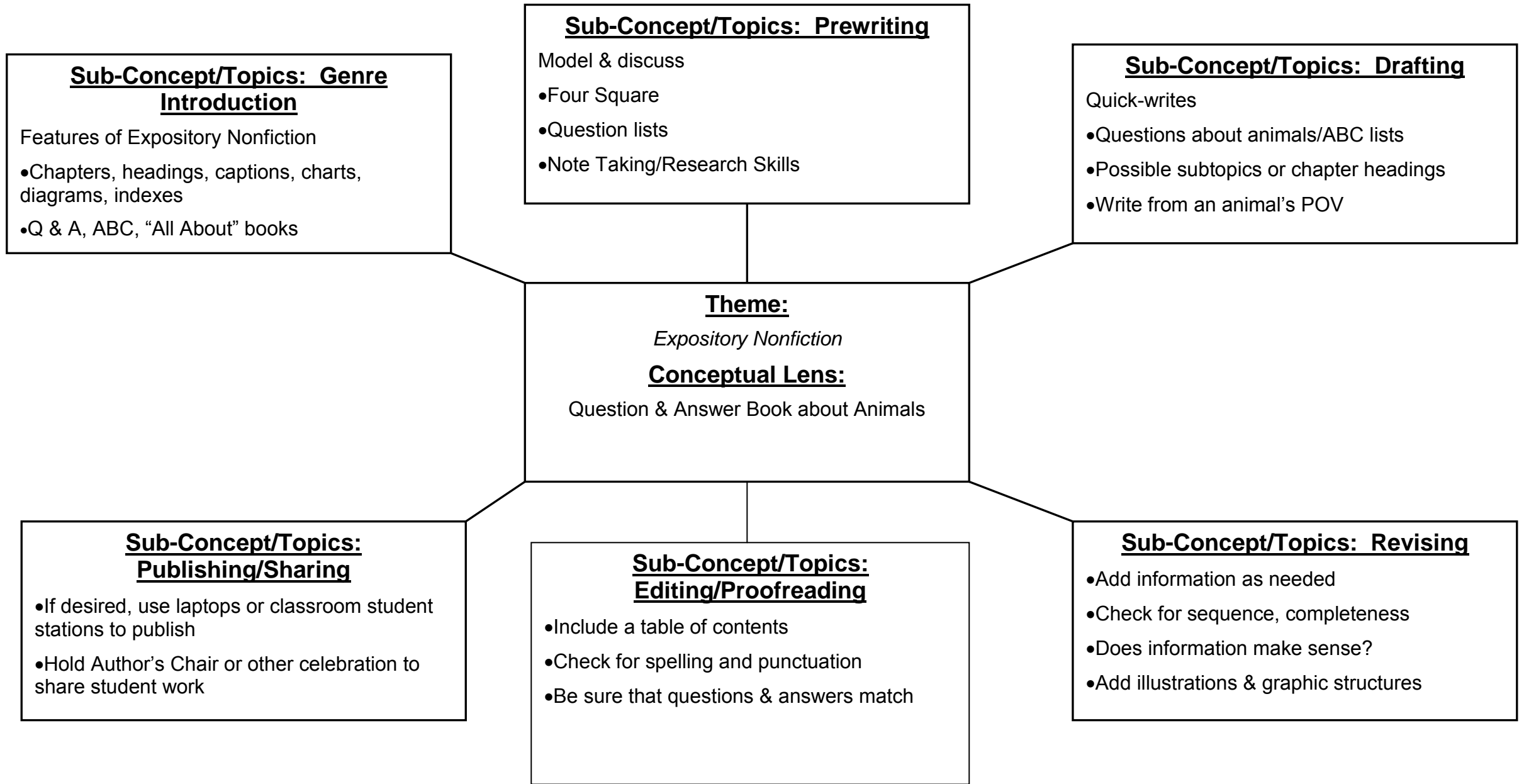
Students will be able to

- hear and discuss expository nonfiction
- explore and reflect on different ways to present information in nonfiction text
- cultivate curiosity about nonfiction topics related to animals by reading and writing about those animals that interest them
- select an animal to research and write about
- do pre-research writing about that animal
- identify and use various sources of information
- take notes in their own words
- draft nonfiction informational pieces
- confer with a partner and the teacher
- explore and integrate expository text features into their pieces such as a table of contents, captions, maps and charts
- revise and later proofread their writing
- draft final copies of an informational piece and present to the class

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 In what ways can good writers use lists to improve their writing? 1.2 Why is it important for a writer to be engaged in a topic?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 What are the various structures common to expository nonfiction text? 2.2 What research skills are necessary for writing nonfiction text? 2.3 What are the different types of expository nonfiction text?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 What kinds of punctuation and other text features help a reader better understand information? 3.2 How does the sequence of information affect the reader's understanding on expository nonfiction?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 What is helpful about writing nonfiction in a question-answer format?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 6/Expository Nonfiction
Conceptual Lens: Question & Answer Books
Appropriate Time Allocation (# of Days): 6 weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators				
RL 3.1	RI 3.7	W 3.4	SL 3.1b	L 3.4
RL 3.7	RI 3.8	W 3.5	SL 3.1c	L 3.5
RI 3.1	W 3.2	W 3.6	SL 3.2	
RI 3.2	W 3.2a	W 3.7	SL 3.3	
RI 3.3	W 3.2b	W 3.8	SL 3.4	
RI 3.4	W 3.2c	W 3.10	L 3.1	
RI 3.5	W 3.2d	SL 3.1a	L 3.2	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Expository Nonfiction (Follow District Pacing Guide)	<p>The primary purpose of expository nonfiction is to provide a reader with information.</p> <p>Expository nonfiction includes unique features such as topic-driven chapters, headings, captions, charts, diagrams, glossaries and indexes.</p> <p>Common layouts of expository nonfiction are ABC, Question/ Answer, and "All About..." books</p>	<p>Use a basic writing process to develop writing.</p> <p>Examine real world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.</p> <p>Explain purposes and uses for print conventions such as paragraphs, end-sentence punctuation and bold print.</p> <p>Distinguish cause/effect, fact/opinion and central idea/supporting details in interpreting uncomplicated text, which uses simple language and structure, has a clear purpose and a familiar style.</p> <p>Interpret information in graphs, charts and diagrams used in informational text.</p>	<p>Listen to and discuss mentor texts to get ideas for writing expository nonfiction. FINAL, PUBLISHED PIECES ARE TO BE COMPLETED IN THE FORM OF A QUESTION/ ANSWER BOOK</p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 1 Pages 376-395</p> <p>Week 2 Pages 396-415</p> <p>(Teachers may choose to include mentor texts and activities from Unit 1: <i>The Writing Community</i></p> <p>Continued below Weeks 4 and 5; specifically lessons on Alphabet Books, Nonfiction Books & Questions and Using "I")</p>	<p>Create a document with text using a word processing program.</p> <p>Illustrate and communicate original ideas and stories using digital tools and media-rich sources.</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	<p>8.1.2.A.4</p> <p>8.1.2.B.1</p> <p>9.1.4.B.1</p> <p>9.1.4.D.1</p>	<p><u>Spring Benchmark:</u> Speculative Writing Prompt (scored according to state rubric)</p> <p><u>Writer's Notebook:</u> Use district rubric and conversion guide; assess at end of Unit 5</p> <p><u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 5</p> <p><u>Quizzes:</u> Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 5 (possible topics: Nonfiction text structures; note-taking; identifying main ideas & supporting details; etc.)</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Prewriting (Follow District Pacing Guide)</p>	<p>Good writers use a variety of strategies to help them plan their writing.</p> <p>Good writers use graphic organizers such as a Four Square, question lists and note taking to organize their thinking and writing.</p> <p>Good writers write about topics that interest them.</p>	<p>Write for sustained periods of time enabling students to collect many drafts that can be revisited.</p> <p>Use graphic organizers to assist with writing an informational piece.</p>	<p><u>Collecting</u> Use mentor texts as springboards for ideas.</p> <p><u>Rehearsing</u> Listen to mentor texts to practice organizing & presenting information.</p> <p><i>Read and write about animals that interest students.</i></p> <p>Model & practice procedures for working with a partner: <i>Think Pair Share</i> and <i>Turn and Talk to a Partner, Make Decisions & Solve Problems Respectfully</i></p> <p>Build stamina for writing by writing for increasingly longer periods each day and writing about topics that interest students.</p> <p><i>Model & practice ways to show interest in another's writing.</i></p> <p>Work with a partner to generate a list of questions about animal to research.</p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 3 Pages 417-434</p> <p>Week 4 Pages 435-454</p> <p>(Teachers may choose to include mentor texts and activities from Unit 1: <i>The Writing Community</i></p> <p>Continued below Weeks 4 and 5; specifically lessons on Alphabet Books, Nonfiction Books & Questions and Using "I")</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address prewriting tools such as a Four Square graphic organizer, question lists, and narrowing a topic.</p>	<p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>	<p>9.1.4.F.1</p>	<p><u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle</p> <p><u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Drafting</p> <p>(Follow District Pacing Guide)</p>	<p>Good writers produce many drafts before finalizing a piece to develop further.</p>	<p>Select a topic to develop through the writing process.</p> <p>Compose first drafts from prewriting work.</p> <p>Summarize major points from informational text.</p> <p>Formulate questions to interpret txt (e.g., how, why and what if).</p> <p>Use library classification systems, print or electronic, to locate information.</p> <p>Identify and apply steps in conducting and reporting research (e.g., note taking, outlining).</p> <p>Demonstrate familiarity with a variety of resources for information (e.g., Internet, library, media center).</p> <p>Draw conclusions from information and data gathered from multiple sources (e.g., Internet).</p> <p>Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community)</p>	<p><u>Selecting</u> Select an animal to further research and develop into a question and answer book..</p> <p><u>Developing/Nurturing</u> Conduct research to develop the piece.</p> <p><u>Drafting</u> Begin drafting about the topic selected. Drafts are written outside of the writer’s notebook.</p> <p><i>Use the internet, science texts and other sources to gather information on animal of choice.</i></p> <p>Students take notes in their own words.</p> <p><i>Confer with a partner and the teacher.</i></p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 3 Pages 417-434</p> <p>Week 4 Pages 435-454</p> <p>(Teachers may choose to include mentor texts and activities from <i>Unit 1: The Writing Community</i></p> <p>Continued below Weeks 4 and 5; specifically lessons on Alphabet Books, Nonfiction Books & Questions and Using “I”)</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with research strategies and note taking skills</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Revising (Follow District Pacing Guide)	<p>Good writers identify places in their writing where pauses and stops naturally occur.</p> <p>Good writers divide longer sentences into shorter sentences.</p>	<p>Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings and word choice to show voice.</p> <p>Participate with peers to comment on and react to each other's writing.</p>	<p><u>Revising</u> Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p> <p>Possible mini lessons may include the following: -Paragraph development -Main idea and details -Opening/Closings</p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 5 Pages 455-472</p> <p>Week 6 Pages 473-489</p> <p>(Teachers may choose to include mentor texts and activities from <i>Unit 1: The Writing Community</i></p> <p>Continued below Weeks 4 and 5; specifically lessons on Alphabet Books, Nonfiction Books & Questions and Using "I")</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address appropriate revision techniques such as paragraph development, main idea/details, and strong openings/closings.</p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Editing/Proofreading (Follow District Pacing Guide)</p>	<p>Good writers revisit their writing to make it more polished and "clean"</p>	<p>Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling.</p> <p>Use capital letters correctly in sentences, for proper nouns, and in titles.</p> <p>Use knowledge of English grammar and usage such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech to craft writing.</p>	<p><u>Editing/Proofreading</u> Proofread for spelling, grammar and punctuation. Focus on adding table of contents; spelling of words encountered in research</p> <p>Participate in mini lessons developed to address grade level expectations outlined in the District Scope and Sequence</p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 5 Pages 455-472</p> <p>Week 6 Pages 473-489</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with skills and conventions</p>			
<p>Publishing/Sharing (Follow District Pacing Guide)</p>	<p>Members of a writing community complete polished drafts of their work and then share it with others in that community.</p>	<p>Use computer writing applications throughout the writing process.</p> <p>Produce finished writings to share with class and/or for publication.</p>	<p><u>Publication</u> Share writing in Author's Chair.</p> <p><i>Listen respectfully and responsibly.</i></p>	<p><i>Being a Writer</i> <i>Unit 5</i></p> <p>Week 5 Pages 455-472</p> <p>Week 6 Pages 473-489</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with publication expectations</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Explore poetry about non-fiction topics of choice	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Encourage students generate lists of effective key words to use when researching.	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allow students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.	Have students to generate lists of vivid adverbs and verbs to be used in their writing.	If available, provide resource materials in students' native languages.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed Question/Answer books.	Allow students to continue research at other times during the day.	Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed Question/Answer books.
Adjust amount of time students are expected to write independently on an as-needed basis.	With permission, allow students to publish writing online, or create versions (such as audio recording or podcasts) that allow them to share texts with friends and family	Allow students to sketch ideas before beginning writing.	Monitor students consistently to ensure equal participation & work distribution during research and writing partnerships.
Share and discuss examples of dialogue in published works of fiction.	Write letters home about what students are learning about writing non-fiction.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed Question/Answer books.	Adjust amount of time students are expected to write independently on an as-needed basis.
Monitor students consistently to ensure equal participation & work distribution during research and writing partnerships.	Ask students to identify elements of Nonfiction in text they encounter throughout the day.	Consider pairing ELL students with 2 English speaking students to complete research. Be sure to monitor that all students participate and share work equally.	Provide paper with alternate spacing and/or layout options; or allow student to type.
			Refer to students IEP for specific goals.

UNIT OVERVIEW

Course Title: Elementary Writing Workshop: Grade 3

Unit #: UNIT 7 OVERVIEW

Unit Title: Functional Writing

Unit Description and Objectives:

During this unit, students explore functional writing. They read and discuss directions on how to do things, explore craft elements of functional writing, and write directions for others to follow. As the students write, they consider their audience and purpose. Students will review writing for sequence, accuracy and completeness. They frequently work with a partner during the unit, making decisions together, reaching agreement, working responsibly, sharing work and materials fairly, and giving and receiving feedback respectfully.

Objectives:

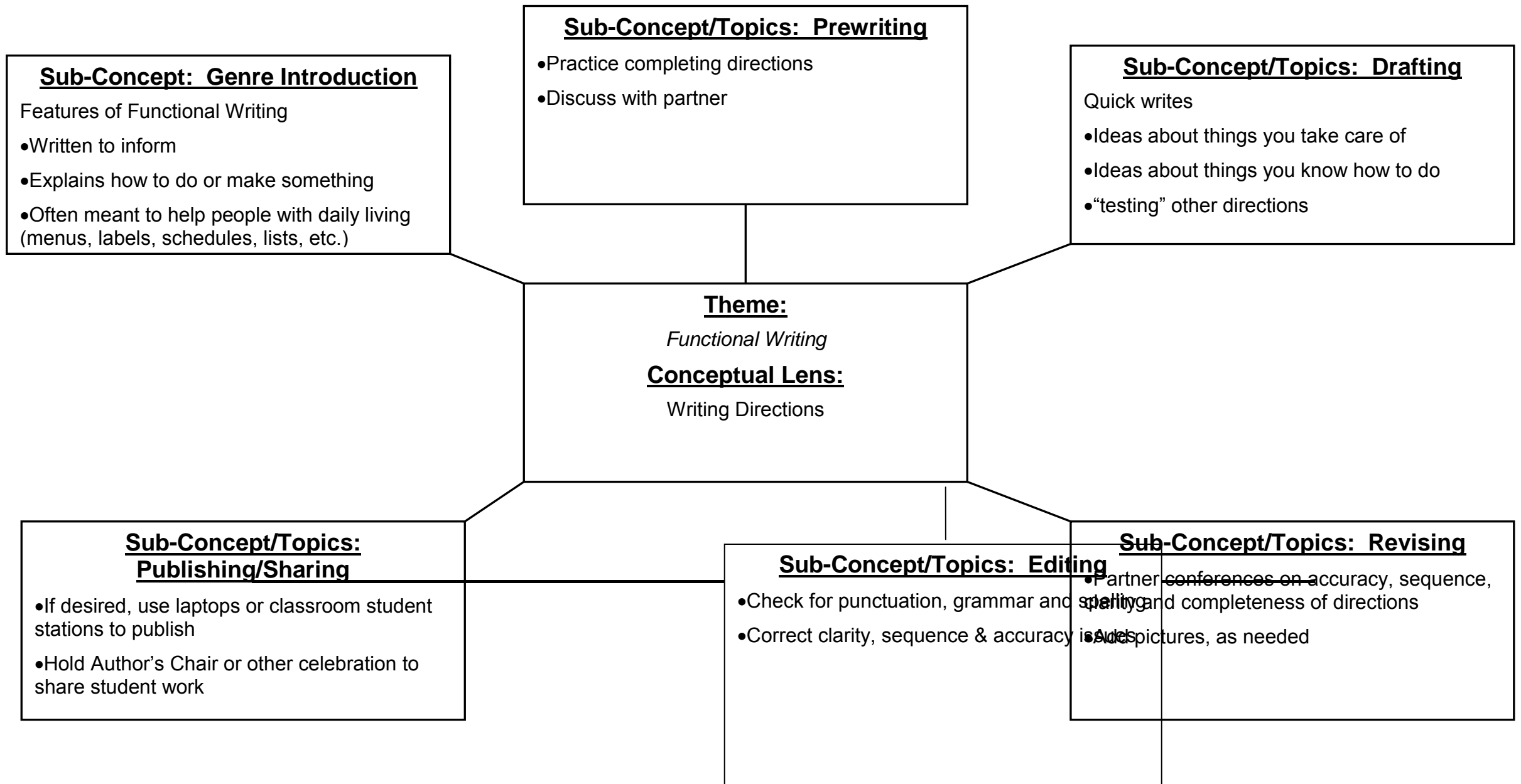
Students will be able to

- hear and discuss functional writing
- explore how information is communicated in functional writing
- list ideas for functional writing
- discuss, follow and write directions
- explore, and later review sequence, completeness, accuracy and clarity in functional writing
- proofread their drafts
- write a final version and share their directions with the class

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 How can writers help people complete a task? 1.2 What kind of writing can explain how to do or make something?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 How can creating a list of things we can take care of help writers of functional text? 2.2 Why is it helpful for writers to have a sense of what they are able to do well?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 Why is sequence so important in functional writing? 3.2 How can writers make functional writing clear and accurate?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 Who reads functional text? 4.2 For what reasons do people read functional text?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 7/ Functional Writing
Conceptual Lens: Writing Directions
Appropriate Time Allocation (# of days) **3 weeks**

Primary Core Content Standards referenced With Cumulative Progress Indicators				
<u>RL 3.1</u>	<u>RI 3.8</u>	<u>W 3.5</u>	<u>SL 3.1c</u>	<u>L 3.5</u>
<u>RI 3.1</u>	<u>W 3.2</u>	<u>W 3.6</u>	<u>SL 3.2</u>	
<u>RI 3.2</u>	<u>W 3.2a</u>	<u>W 3.7</u>	<u>SL 3.3</u>	
<u>RI 3.3</u>	<u>W 3.2b</u>	<u>W 3.8</u>	<u>SL 3.4</u>	
<u>RI 3.4</u>	<u>W 3.2c</u>	<u>W 3.10</u>	<u>L 3.1</u>	
<u>RI 3.5</u>	<u>W 3.2d</u>	<u>SL 3.1a</u>	<u>L 3.2</u>	
<u>RL 3.7</u>	<u>W 3.4</u>	<u>SL 3.1b</u>	<u>L 3.4</u>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Functional Writing (Follow District Pacing Guide)	Functional writing is written to inform- usually explains how to do or make something. Functional writing is often meant to assist people with daily living.	Interpret information in graphs, charts, and diagrams used in informational text. Follow simple multiple-steps in written instructions. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community)	<u>Establishing Writing Partnerships & Recognizing Features of the Genre</u> Read and discuss mentor texts to get ideas for writing a set of directions. Use mentor texts as springboards to ideas for writing. Generate lists of topics for functional writing. Model & practice procedures for working with a partner: <i>Think Pair Share</i> and <i>Turn and Talk to a Partner, Make Decisions & Solve Problems Respectfully</i>	<i>Being a Writer</i> <i>Unit 6</i> Week 1 Pages 494-513 Teacher-created mini lessons to address the writing process along with the structure and form of the genre	Create a document with text using a word processing program. Illustrate and communicate original ideas and stories using digital tools and media-rich sources. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.	8.1.2.A.4 8.1.2.B.1 9.1.4.B.1 9.1.4.D.1 9.1.4.F.1	<u>Writer’s Notebook:</u> Use district rubric and conversion guide; assess at end of Unit 6 <u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 6 <u>Quizzes:</u> Based upon student-driven mini-lessons; use district rubric and conversion guide; assess at least once in Unit 6 (possible topics: write and/or follow a set of simple directions; use WNB to generate a list of things you know how to do; add illustrations to an existing set of directions, etc.)
Prewriting (Follow District Pacing Guide)	Good writers test their own directions, as well as practicing reading & completing other functional writing.	Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author’s voice.	<u>Prewriting/Collecting</u> Discuss completeness & sequence in directions Use pictures or frame by frame strips to plan the writing.	<i>Being a Writer</i> <i>Unit 6</i> Week 1 Pages 494-513 Week 2 Pages 515-531			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Prewriting (cont'd)</p> <p>Drafting (Follow District Pacing Guide)</p> <p>Revising (Follow District Pacing Guide)</p>	<p>Making lists of what we know how to do, make or take care of can guide good writers when developing directions.</p> <p>Accuracy, sequence, clarity and completeness are essential components of Functional Writing.</p> <p>Pictures, charts and diagrams can help a reader follow Functional writing.</p>	<p>Analyze examples of narrative and expository writing to develop understanding of paragraphs and indentation.</p> <p>Compose first drafts from prewriting work.</p> <p>Write and publish nonfiction text (e.g., reports, procedures, letters).</p> <p>Participate with peers to comment on and react to each other's writing.</p> <p>Adapt language to persuade, explain, or seek information.</p> <p>Revise a draft by rereading for meaning, sequencing, clarity, and word choice.</p> <p>Participate with peers to comment on and react to each other's writing.</p>	<p><u>Rehearsing</u> Discuss, follow and write directions for how to make a puzzle. Add pictures to directions for detail</p> <p><u>Selecting / Drafting</u> Select a piece to draft. Drafts are written outside of the notebook.</p> <p><u>Developing/Nuturing</u> Develop parts of the draft to reflect mini-lesson work and explore the best way to convey the set of directions.</p> <p><u>Revision</u> Revise drafts for completeness and sequence. <i>Confer with a partner and the teacher.</i></p>	<p>Teacher-created mini lessons to address the writing process along with prewriting organizers such as lists, step-by-step directions, etc.</p> <p><i>Being a Writer Unit 6</i></p> <p>Week 2 Pages 515-531</p> <p>Week 3 Pages 533-547</p> <p>Teacher-created mini lessons to address the writing process along with techniques to develop structure and sequence</p> <p><i>Being a Writer Unit 6</i></p> <p>Week 2 Pages 515-531</p> <p>Week 3 Pages 533-547</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with techniques to improve clarity and readability of the piece.</p>	<p>Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>		<p><u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle</p> <p><u>On Demand Writing:</u> Use Holistic rubric and conversion guide; assess once or twice per marking period</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
<p>Editing/Proofreading (Follow District Pacing Guide)</p>	<p>Correct punctuation, grammar and spelling make Functional Writing easier to understand.</p>	<p>Edit work for basic spelling and mechanics.</p> <p>Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling.</p> <p>Use knowledge of English grammar and usage such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech to craft writing.</p> <p>Spell words correctly with particular attention to frequently used words, contractions and homophones.</p> <p>Use capital letters correctly in sentences, for proper nouns, and in titles.</p>	<p>Proofread for spelling, grammar and punctuation.</p>	<p><i>Being a Writer</i> <i>Unit 6</i></p> <p>Week 2 Pages 515-531</p> <p>Week 3 Pages 533-547</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with grade appropriate skills and conventions.</p>			
<p>Publishing/Sharing (Follow District Pacing Guide)</p>	<p>Members of a writing community complete polished drafts of their work and then share it with others in that community.</p>	<p>Use computer writing applications during some parts of the writing process.</p> <p>Use vocabulary related to a particular topic.</p> <p>Produce finished writings to share with class and/or for publication.</p>	<p>Share writing in Author’s Chair.</p> <p><i>Listen respectfully and responsibly.</i></p>	<p><i>Being a Writer</i> <i>Unit 6</i></p> <p>Week 3 Pages 533-547</p> <p>WTPS Scope and Sequence</p> <p>Teacher-created mini lessons to address the writing process along with publication expectations.</p>			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for struggling readers)	Ask students to collect examples of functional writing to share with the class.	Review text vocabulary as suggested in TE	If writing partners are randomly selected, be sure to monitor partners and make adjustments as needed (if necessary, assign partners for classified students)
Provide visual prompts for students that display expected discussion prompts.	Allow students to read remainder of mentor texts not finished during whole group lesson.	Provide visual prompts for students that display expected discussion prompts.	Model discussion structures (think, pair, share; Turn and Talk; etc.) and allow students time to role play and practice if needed
Allow students to sketch ideas before beginning writing.	Give students additional time and materials to practice following different directions on how to draw objects. Compare and contrast the directions	If available, provide resource materials in students' native languages.	Encourage students to make lists when they struggle to come up with ideas to write, or have difficulty writing for sustained periods of time.
Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed functional writing.	Allow students to continue research at other times during the day.	Allow students to complete quick writes (brainstorming, lists, etc.) in their native language.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process.
Adjust amount of time students are expected to write independently on an as-needed basis.	With permission, allow students to publish writing online, or create versions (such as audio recording or podcasts) that allow them to share texts with friends and family	Allow students to sketch ideas before beginning writing.	Monitor students consistently to ensure equal participation & work distribution during research and writing partnerships.
	Write letters home about what students are learning about functional writing.	Students may benefit from participation in teacher modeling during guided writing lessons that work through the Writing Process to completed functional writing.	Adjust amount of time students are expected to write independently on an as-needed basis.
		Consider pairing ELL in groups with common languages to encourage discussion about activities.	Provide paper with alternate spacing and/or layout options; or allow student to type.
			Refer to students IEP for specific goals.

UNIT OVERVIEW

Course Title: Writer's Workshop: Grade 3

Unit #: UNIT 8 OVERVIEW

Unit Title: Revisiting the Writing Community

Unit Description and Objectives:

During this short unit, students review the writing they have done throughout this year and reflect on their growth as writers and as members of the classroom writing community. Students plan summer writing and write letters to next year's class about what it means to be a writer and a member of a writing community. They thank classmates for supporting them this year, and express interest in and appreciation for one another's writing and thinking.

Objectives:

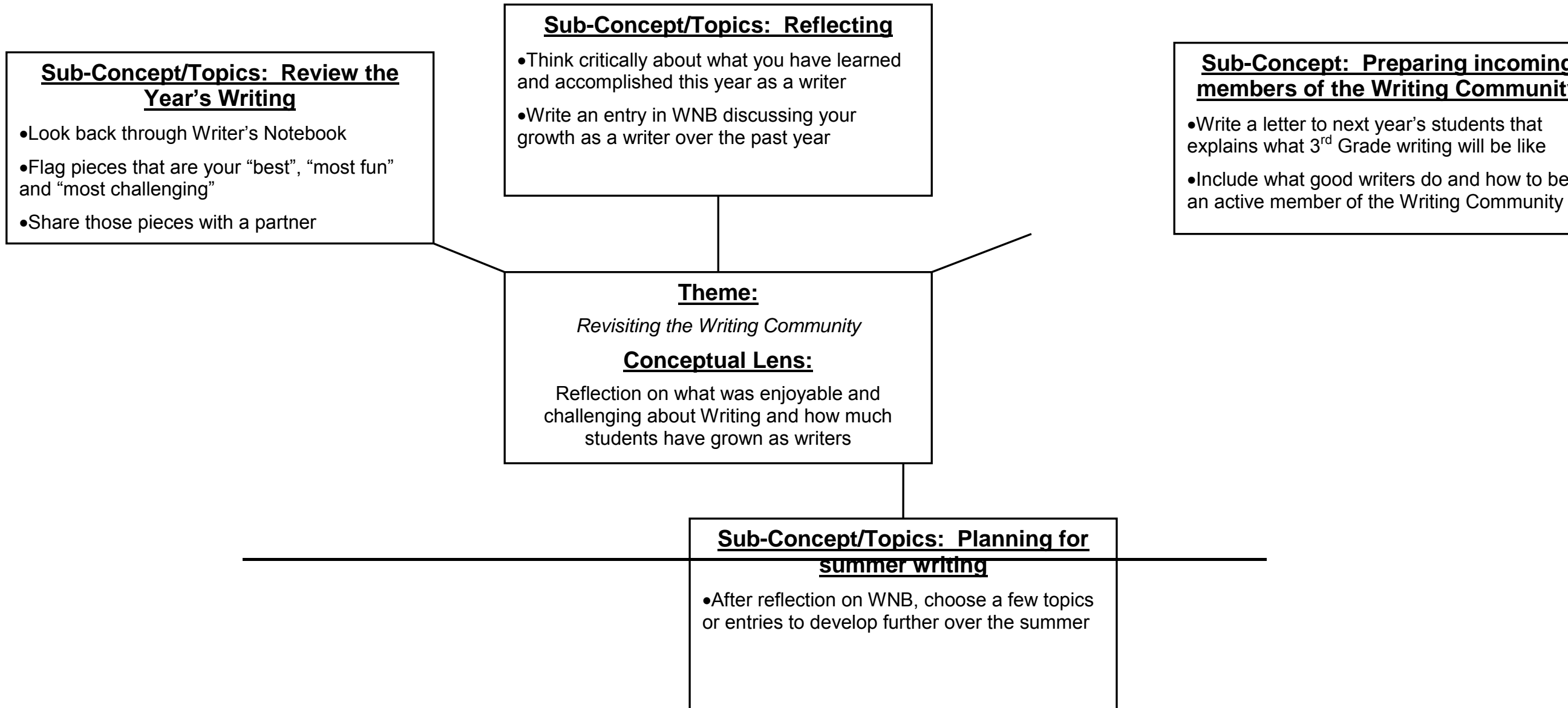
Students will be able to

- review their writing from Third Grade
- reflect on their growth as writers
- write a letter to an incoming third grader about how to be a good writer
- plan their summer writing

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.	1.1 What kind of pieces can serve as personal benchmarks? 1.2 How can another writer's reflection of my writing help me grow?
2. How do good writers develop a well-written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences and contexts.	2.1 How can reflecting on my own writing make me a better writer? 2.2 Why do good readers revisit topics in a WNB?
3. How do rules of language affect communication?	3. Rules and conventions of language help readers understand what is being communicated.	3.1 What can I learn about spelling and grammar from my early writing?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose.	4.1 How can personal reflection benefit other writers?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Elementary Writing Workshop: Grade 3
Unit Number/Title: Unit 7/Revisiting the Writing Community
Conceptual Lens: Reflection on personal growth as a writer
Appropriate Time Allocation (# of Days): 1 week

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>W 3. 1b</u>	<u>SL 3.3</u>		
<u>W 3.1d</u>			
<u>SL 3.1b</u>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Review the year’s writing (Follow District Pacing Guide)	Good writers periodically review and/or revisit their existing writing	Reflect on own writing, noting strengths and areas needing improvement.	Look through WNB to select personal benchmarks (most fun piece, best piece, most challenging, etc.)	<i>Being a Writer</i> <i>Unit 7</i> Week 1 Pages 551-566	Create a document with text using a word processing program.	8.1.2.A.4	<u>Writer’s Notebook/Letter of Reflection:</u> Use district rubric and conversion guide; assess at end of Unit 7
Reflect on your writing (Follow District Pacing Guide)	Reflecting on existing writing allows writers to track their growth and to determine areas on which they want to continue to develop skills.	Participate with peers to comment on and react to each other’s writing. Share and discuss own writing with other students.	Discuss benchmark pieces with writing partners. Write letters to teacher about your growth as a writer this year, and to incoming third graders about what it means to be a good writer.	Review WNB to mark pieces for further development over the summer.	Illustrate and communicate original ideas and stories using digital tools and media-rich sources. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.	8.1.2.B.1 9.1.4.B.1	<u>Participation:</u> Use district rubric and conversion guide; assess at least once in Unit 7
Preparing incoming members of the Writing Community (Follow District Pacing Guide)	Active members of a Writing Community can help other writers by offering advice and sharing common experiences.	Write an opinion on what you liked and disliked about Writer’s Workshop this year. Write to express thoughts and ideas, to share experiences, and to communicate socially.	Write letters to teacher about your growth as a writer this year, and to incoming third graders about what it means to be a good writer.	Review WNB to mark pieces for further development over the summer.	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.	9.1.4.D.1 9.1.4.F.1	<u>Word Study:</u> Score completed contracts, work menus, word work at literacy stations, dictated word lists, word sorts, etc.; assess at least once per sort cycle

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> Integration (Specify)	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Planning for summer writing (Follow District Pacing Guide)	Good writers review their own writing to find text that they wish to develop further.	Write formal and informal letters for a variety of audiences and purposes.					

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Provide assistance to students who cannot choose a favorite writing piece from the year.	Challenge students to generate a list of stories that they would like to write over the summer, create a summer newsletter, or enter writing into a contest.	Provide assistance to students who cannot choose a favorite writing piece from the year.	Provide assistance to students who cannot choose a favorite writing piece from the year. If necessary, provide students with a notebook for summer writing.
Model/think aloud how good writers reflect on their own writing.		Model/think aloud how good writers reflect on their own writing.	Model/think aloud how good writers reflect on their own writing.

UNIT OVERVIEW

Course Title: Writer's Workshop- Grade 3

Unit #: Editing / Revision Strategies (On-going)

Unit Title: Grammar and Conventions

Unit Description and Objectives: Throughout these three units, students will use the lens of reading like writers while also modeling proper usage of grammar and conventions. Students will recognize and observe the conventions of writing, which will lead them to interpret meaning. Students will understand that writers not only concentrate on the craft of writing, but also on the correct usage of conventional grammar and mechanics.

Student Objectives:

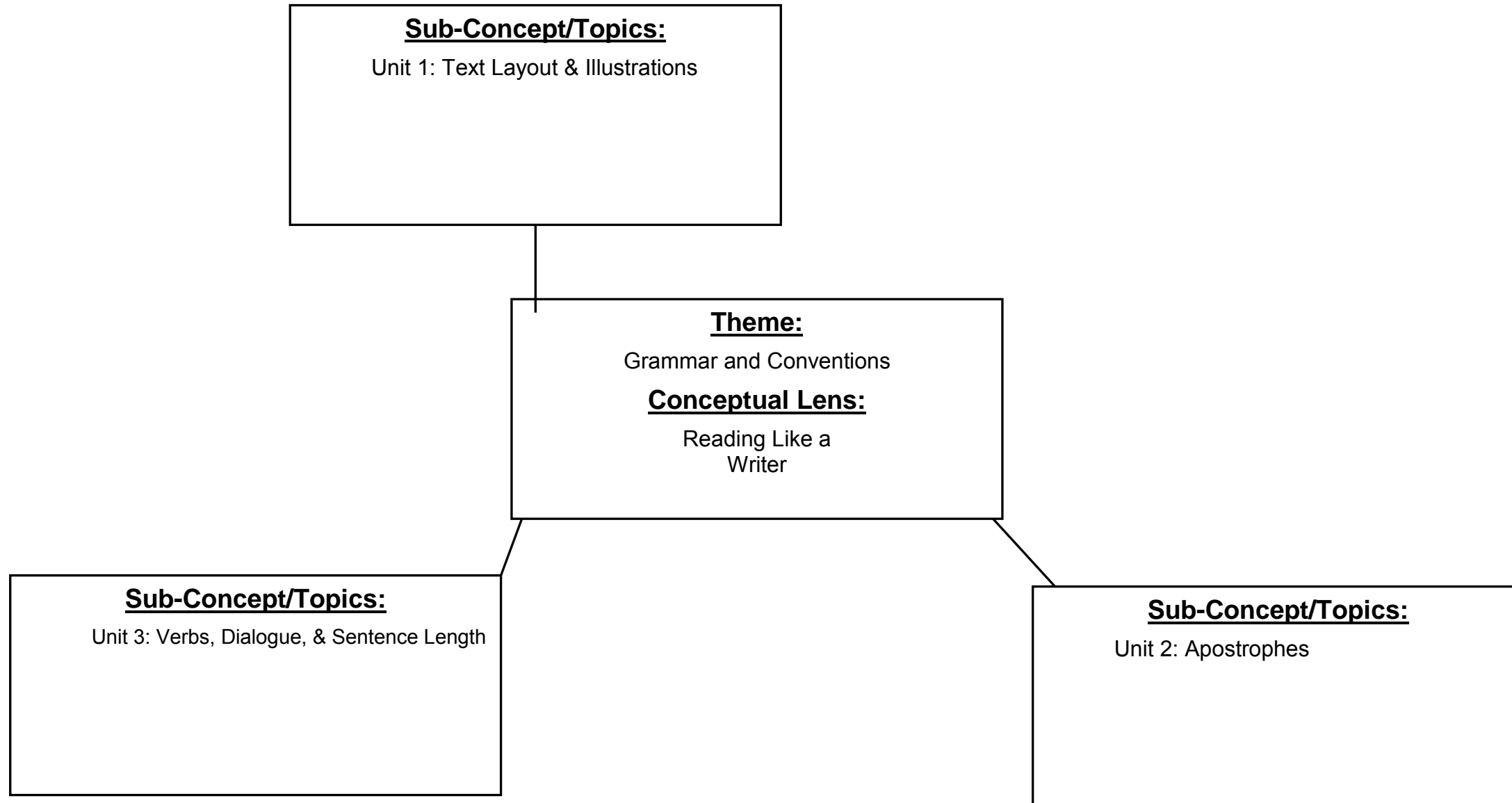
- Students will analyze the features of text layout and illustrations.
- Students will notice and understand how text layout and illustrations engage readers, convey meaning and emotion, create excitement, and impact the pace of the story.
- Students will analyze how writers and illustrators use different font types, sizes, and dynamic layouts to make nonfiction texts more engaging, informative, and entertaining.
- Students will note similarities and differences between the layout features of fiction and nonfiction text.
- Students will add to their knowledge of capitalization while focusing on the use of capital letters when writing the names of geographic places and months.
- Students will review capitalization rules, notice capitalized words in their environment, and apply them in their own writing.
- Students will use apostrophes to join words together to form contractions and form possessive nouns.
- Students will use apostrophes to show possession.
- Students will review the correct use of apostrophes and check apostrophes in their own writing.
- Students will learn how authors use action verbs and state of being verbs to bring their sentences to life.
- Students will practice using verbs in their own sentences.
- Students will notice how verbs change form to show that a sentence is talking about the past, present, or future.
- Students will practice using verbs in different tenses.
- Students will replace dull verbs with vivid verbs to make sentences come to life.
- Students will notice how authors use dialogue to impart information.
- Students will learn how to properly punctuate dialogue.
- Students will notice how quotation marks, dialogue tags, and paragraphing make it easy to understand who says what in a story.

- Students will apply knowledge of dialogue to their own writing.
- Students will vary the length of their sentences to give their writing rhythm.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do good writers express themselves? How does process shape the writer's product?	1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression	1.1 What kind of pieces can serve as personal benchmarks? 1.2 How can another writer's reflection of my writing help me grow?
2. How do good writers develop a well written product?	2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.	2.1 How can reflecting on my own writing make me a better writer? 2.2 Why do good readers revisit topics in a WNB?
3. How do rules of language affect communication?	3. Rules, conventions of language, help readers understand what is being communicated.	3.1 What can I learn about spelling and grammar from my early writing?
4. Why does a writer choose a particular form of writing?	4. A writer selects a form based on audience and purpose	4.1 How can personal reflection benefit other writers?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Writing Workshop Grade 3
Unit Number/Title: Editing / Revision Strategies
Conceptual Lens: _____
Appropriate Time Allocation (# of Days): On-going

Primary Core Content Standards referenced With Cumulative Progress Indicators			
L.1.a-i	_____	_____	_____
L.2.a-g	_____	_____	_____
L.3 a & b	_____	_____	_____
	_____	_____	_____

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Conventions	Text Layout and Illustrations	Notice and understand how these features work together to engage readers, convey meaning and emotion, create excitement and impact the pace of a story.	Read aloud from mentor text. Discuss text layout and illustrations. Complete the follow up assignment: p. 7 Words in Action.	<u>Swish</u> by Bill Martin Jr. The Fundamentals of Grammar and Conventions binder			
Conventions	Text Layout and Font Types	Begin to notice and analyze how writers and illustrators use different font types and sizes and dynamic layouts to make nonfiction texts more engaging, informative, and entertaining.	Read aloud from mentor text. Discuss text layout and illustrations. Complete the follow up assignment: p 10 Making Words Mean More	<u>Surprising Sharks</u> by Nicola Davies The Fundamentals of Grammar and Conventions binder			
Conventions	Text Layout	Continue to grow as writers and readers by noticing how an author uses font and text layout to highlight important words or phrases.	Read aloud from mentor text. Discuss text layout and illustrations. Complete the follow up assignment: p 13 Special Words, Special Attention	<u>Someday</u> by Eileen Spinelli The Fundamentals of Grammar and Conventions binder			
Conventions	Text Layout	Notice the similarities and differences between the layout features of fiction and nonfiction text as they	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up	<u>Swish</u> by Bill Martin Jr. <u>Surprising Sharks</u> by Nicola Davies <u>Someday</u> by Eileen Spinelli			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Conventions	Capitalization	analyze the mentor text. Use these techniques to enhance their own writing. Add to their knowledge of capitalization while focusing on using capital letters when writing the names of geographic places and months.	assignment: p 16 Bringing Pages to Life Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 19 Perfect Place Names	The Fundamentals of Grammar and Conventions binder <u>On the Same Day in March</u> by Marilyn Singer The Fundamentals of Grammar and Conventions binder Grammar Minutes 19 – 22; 98			
Conventions	Capitalization	Begin to notice capitalized words in their environment and apply what they have learned to their own writing.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 22 Capitalize It!	<u>Swish</u> by Bill Martin Jr. <u>Someday</u> by Eileen Spinelli <u>On the Same Day in March</u> by Marilyn Singer The Fundamentals of Grammar and Conventions binder Grammar Minutes 19 – 22; 98			
Conventions	Apostrophes	Learn how apostrophes help us say exactly what we want to say.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 34 Using Apostrophes Correctly	<u>The Girl's Like Spaghetti: Why You Can't Manage Without Apostrophes</u> by Lynne Truss The Fundamentals of Grammar and Conventions binder Grammar Minutes 69, 70,			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Conventions	Apostrophes	Review the correct use of apostrophes, then check the apostrophes in their own writing.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 42 Finding Apostrophe Errors	75 <u>The Girl's Like Spaghetti: Why You Can't Manage Without Apostrophes</u> by Lynne Truss The Fundamentals of Grammar and Conventions binder Grammar Minutes 69, 70, 75			
Grammar	Verbs	Learn how authors use action verbs and state of being verbs to bring their sentences to life. Practice using verbs in their own sentences.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 47 Using Verbs	<u>Sail High: A Book About Verbs</u> by Ruth Heller The Fundamentals of Grammar and Conventions binder Grammar Minutes 46 – 60; 94			
Grammar	Verbs	Notice how verbs change form to show that a sentence is talking about the past, the present, or the future. Practice using verbs in different tenses.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 51 Time Traveling Verbs	<u>Kites Sail High: A Book About Verbs</u> by Ruth Heller The Fundamentals of Grammar and Conventions binder Grammar Minutes 46 – 60; 94			
Grammar	Verbs	Notice that a vivid verb can make a dull sentence come to life. Search their notebooks for an entry that can be made more energetic and entertaining.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 55 Being Choosy With Verbs	<u>Kites Sail High: A Book About Verbs</u> by Ruth Heller The Fundamentals of Grammar and Conventions binder			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Conventions	Quotation Marks	Notice how authors use dialogue to impart information and will learn how to properly punctuate dialogue.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 58 Punctuating Quotations; p. 59 Writing What Characters Say	Grammar Minutes 46 – 60; 94 <u>The Great Fuzz Frenzy</u> by Janet Stevens and Susan Stevens Crummel The Fundamentals of Grammar and Conventions binder			
Conventions	Quotation Marks	Notice how quotation marks, dialogue tags, and paragraphing make it easy to understand who says what in a story.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 62 Says Who?	<u>The Great Fuzz Frenzy</u> by Janet Stevens and Susan Stevens Crummel			
Grammar	Sentence Structure	Notice how one author uses varying sentence lengths to propel readers through the story.	Read aloud from mentor texts. Discuss text layout and illustrations. Complete the follow up assignment: p. 66 The Long and Short of Sentences; p. 67 Diary of A _____	<u>Diary of a Fly</u> by Doreen Cronin			

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<p>During conferencing time or independent work time, re-teach grammar skills and conventions to small groups and/or individuals.</p>	<p>During conferencing time, encourage students to apply grammar skills to their writing.</p> <p>During conferencing time, coach students to use fourth grade Common Core Language skills.</p>	<p>Monitor students in a small group setting to determine mastery of skills.</p> <p>Simplify questions.</p>	<p>During conferencing time or independent work time, re-teach grammar skills and conventions to small groups and/or individuals.</p> <p>Modify Student Practice pages as specified in the IEP.</p>

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Elementary Writing Workshop Grade: 3

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	Career Education/ Consumer, Family & Life Skills
The Writing Community			SL 3.1b SL 3.1c SL 3.1 d SL 3.4 SL 3.6					8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1 9.1.4.F.1
The Writing Process			SL 3.1 SL 3.1 b SL 3.1d SL 3.4 SL 3.6 L 3.1b					8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1
Personal Narrative			SL 3.1b SL 3.1d SL 3.4 SL 3.6 L 3.1 L 3.1c L 3.1f L 3.1g L 3.2 L 3.3a L 3.2b L 3.2c L 3.2e L 3.2f L 3.2g					8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1 9.1.4.F.1
Fiction			SL 3.1 SL 3.1b SL 3.1c SL 3.1d					8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1 9.1.4.F.1

			SL 3.2 SL 3.4 SL 3.5 L 3.1 L 3.1d L 3.1f L 3.1.h						
Persuasive Writing			SL 3.1d SL 3.2 SL 3.4 SL 3.5 L 3.1 L 3.1d L 3.1f L 3.1.h						
Expository Nonfiction			RL 3.1 RL 3.7 RI 3.1 RI 3.2 RI 3.3 RI 3.4 RI 3.5 RI 3.7 RI 3.8 SL 3.1a SL 3.1b SL 3.1c SL 3.2 SL 3.3 SL 3.4 L 3.1 L 3.2 L 3.4 L 3.5		5.1.4.B.2 5.1.4.B.3	6.1.4.A.11		8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1
Functional Writing			RL 3.1 RI 3.2 RI 3.3 RI 3.4		5.1.4.C.2 5.1.4.D.2	6.1.4.D.20 6.3.4.D.1		8.1.2.B.1	9.1.4.B.1 9.1.4.D.1 9.1.4.F.1

			RI 3.5 RL 3.7 SL 3.1a SL 3.1b SL 3.1c SL 3.2 SL 3.3 SL 3.4 L 3.1 L 3.2 L 3.4 L 3.5						
Revisiting the Writing Community			SL 3.1b SL 3.3					8.1.2.A.4 8.1.2.B.1	9.1.4.B.1 9.1.4.D.1 9.1.4.F.1

***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.