



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Grade 3

Unit Name: How Writer's Work

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Questions

- How do writers utilize their knowledge/writer's notebooks to tell meaningful focused stories of their lives?
- What do writers do to captivate or persuade their audience in a meaningful way?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Aloud Lessons</p> <p>1</p> <ul style="list-style-type: none"> I can discuss the importance of writing and the power of storytelling. <p>2</p> <ul style="list-style-type: none"> I can explain how writers work and discuss the book, "If you were a Writer." <p>3</p> <ul style="list-style-type: none"> I can explain my own personal memories and understand how a Writer's Notebook can be a place to keep these special stories. <p>4</p> <ul style="list-style-type: none"> I can understand how writers can persuade others. <p>5</p> <ul style="list-style-type: none"> I can make connections to, "You Have to Write" by Janet S. Wong. <p>Mini Lessons</p> <p>1</p> <ul style="list-style-type: none"> I can think about powerful memories in my life to generate ideas for writing. <p>2</p> <ul style="list-style-type: none"> I can think about the purpose and power of persuasive writing. <p>3</p> <ul style="list-style-type: none"> I can read through my Writer's Notebook entries and select an idea I can develop and publish. <p>4</p> <ul style="list-style-type: none"> I can collect examples of descriptive language to draw out specific details for my piece of writing. <p>5</p>	<ul style="list-style-type: none"> Generating ideas and entries Routines and management Writing with independence Writing with stamina Writing with focus and organization Elaborating Revising and editing 	<p>Formative</p> <ul style="list-style-type: none"> Where Are My Students in the Writing Process? Conference Questions from Unit Lessons in How Writers Work My Revision Checklist See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> How Writers Work - Grade 3 - Student Performance Checklist. Reflecting on My Work Classmate Reflection <p>Benchmarks</p> <ul style="list-style-type: none"> Editing Checklist Draft Final Piece <p>Alternative</p> <ul style="list-style-type: none"> Use of Formative Assessment Graphic Organizer 	<p>Mentor Texts</p> <ul style="list-style-type: none"> <i>I Wanna Iguana</i> <i>If You Were a Writer</i> <i>Miz Berlin Walks</i> <i>The Paperboy</i> <i>You Have to Write</i> <p>Digital Texts</p> <ul style="list-style-type: none"> <i>RAZ Kids</i> <i>EPIC</i> <p>Student Forms</p> <ul style="list-style-type: none"> What Matters Most Essential Questions My Editing Checklist Mentor Text Conventions Reflecting on My Work Classmate Reflection <p>Teacher Resources:</p> <ul style="list-style-type: none"> Mentor Text Revision Techniques (Teacher Reference) Publishing Extra Choices (Teacher Reference) Ways to Celebrate

<ul style="list-style-type: none"> • I can draft a piece with a beginning, middle and end. <p>6</p> <ul style="list-style-type: none"> • I can work with my writing partner and use a revision checklist. <p>7</p> <ul style="list-style-type: none"> • I can edit my work for spelling, capitalization and punctuation. <p>8</p> <ul style="list-style-type: none"> • I can create a Dedication or About the Author page to let the reader know more about me as a writer. <p>9</p> <ul style="list-style-type: none"> • I can understand that a writer's work is never really finished. • I can reflect on my learning and set goals for future writing. 		<p>Oral Responses and Graphic Organizers Pertaining to the Grade 3 How Writers Work Unit.</p>	<p>Our Writing! - How Writers Work Grade 3</p> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Writer's Notebooks or Folders • Students' Drafts • Dictionaries • Publishing Materials • Colored Pens/Pencils (for Writing, Revising and Editing) • Paper • Chart Paper • Students' Drafts • Blank class chart titled "My Publishing Extra Choices." • Students' Published Pieces • Sticky Notes <p>Additional Materials:</p> <ul style="list-style-type: none"> • Teacher-created "student entries" that connect to the previous lessons (Or ask a student's permission to copy entries from his or her notebook to use as models.) • Spelling resources like student dictionaries, personal
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			<p>dictionaries, word walls, and word lists</p> <ul style="list-style-type: none"> • Make a copy of a student's draft with some punctuation errors (ask permission first). • Make a blank class chart titled "My Publishing Extra Choices." <p>Word Study/Spelling/ Vocabulary</p> <ul style="list-style-type: none"> • Flocabulary.com
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NJ Student Learning Standards (2016)

WRITING

Text Types and Purposes

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

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Provide a concluding statement or section.

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

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.

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

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

Production and Distribution of Writing

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

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.6: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.7: Conduct short research projects that build knowledge about a topic.

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

SPEAKING and LISTENING

Comprehension and Collaboration

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

b. Follow agreed-upon norm for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

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

Presentation of Knowledge and Ideas

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

Comprehension and Collaboration

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

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Conventions

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

i. Produce simple, compound, and complex sentences.

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

a. Capitalize important words in titles.

b. Use commas in addresses. Use commas and quotation marks in dialogue.

c. Form and use possessives.

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

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

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

Effective Language Use

L.3.3: Use language to achieve particular effects when writing or speaking.

a. Choose words and phrases for effect.

Vocabulary Acquisition and Usage

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

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

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

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

NJSLS Technology Standards

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

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

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

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

Interdisciplinary Connections and Activities

- Use one or more options from the Appendix "Ways to Celebrate Our Writing!" to help students celebrate their writing achievements with friends, administration and families. If computers are available, allow students to type their cover page, dedication, and/or author's Note. CRP4, CRP6, 6.1.4.D.1, 8.1.5.A.1, 8.1.5.A.2
- Students will illustrate narrative books and recognize how art is part of everyday life and visual literacy. CRP1, 1.1.2.2 D,

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Type the final piece using Google Docs or Microsoft Word using digital tools to locate pictures.</p> <p>Higher Level Text Level P and above to address the the Enduring Understanding of the How Writers Work Unit</p> <p>Offer students alternate ways to present their writing such as Google Slides, PowerPoint Presentation.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks and provide key language uses to students.</p> <p>Add a column to the "Writing Advice and Ideas" chart to include an example for each piece of advice given. Students should have at least one or two clear examples that they can refer back to when they write</p> <p>When brainstorming more ideas for writing, students may use the Appendix "Generating Ideas" to help think of ideas. The outer square can be used for the bigger idea (family, pets, fears, memories, etc.), while the</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 Vocabulary for the third grade How Writers Work Grade 3 unit.</p> <p>Supply students with Anchor Charts: Writing Workshop Roles and Responsibilities, Persuasive Pointers, The Writers Ear, Writing Workshop Roles and Responsibilities, What to do When you are Stuck, How to Make an Author Poster and Transition Words and Phrases Suggestion: Tape or staple charts into writer's notebooks or folders.</p> <p>Partially complete How Writers Work Grade 3 Graphic Organizers such as. What I Know and What I Need to Find Out, My Writing Life Timeline, My Meaningful Memories (Adapted), The</p>

inner circle can be used for the specific idea within the bigger idea. Students can also sketch small illustrations to help support their thoughts.

Have the three essential questions available for the students to refer to as they go through their Writers' Notebooks. Distribute copies of the Appendix "Essential Questions" to help students determine which entries they may possibly want to write more about.

1. Do I feel **STRONGLY** about my topic?
2. Will readers think this idea is **INTERESTING**?
3. Do I have **MORE** to say about this topic?

Write each temporal and transition word and/or phrase on a separate index card. Teach students the meanings of the words and phrases, using groups of about five to seven cards at a time. Have students sort the cards in various manners. For example, they can sort the cards by which words would fit best at the beginning, middle, or conclusion of their writing (three piles). They may sort the cards by similar meaning. Add to their repertoire of temporal and transition words and phrases

Power of Persuasion, Mapping It Out - Narrative Genre, Collecting Sensory Details and Mapping It Out - Persuasive Letter Genre.

Add a column to the "Writing Advice and Ideas" chart to include an example for each piece of advice given. Students should have at least one or two clear examples that they can refer back to when they write

Extra time completing tasks, checklists and other tasks in this writing unit.

Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options in the How Writers Work Grade 3 unit of study.

Provide samples and model each step of the writing process as needed.

Use sticky notes to annotate

Oral response options to be provided for assignments calling for students to produce written responses connected to the How Writer's Work Grade 3 unit of study.

Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer's Work Grade 3 unit through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require writing.

*See also Modifications to Support English Language Learners

when they have demonstrated understanding of the current cards. Eventually, they will be able to use all of the words from the list in their writing.

During independent writing time, work with a small group of students to support them in crafting leads for their stories. Take each student's story idea and together come up with a different lead technique to try.

Prompt students by asking:

- What did the main character say as your story began?
- Where does your story take place?
- What were you feeling or thinking about from the beginning?

Record students' ideas on chart paper and/or have students jot their favorite idea on a sticky note.

*See also Modifications to Support Students with IEPs/504s and At-Risk Learners

Sources:

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>

New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Schoolwide Inc. (2013) <http://www.schoolwide.com/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>

