



BOE Approved 8/18

## Cliffside Park Public Schools

### Writing: Grade 3

**Unit Name:** Nonfiction

**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 will writers gather and organize their information?
- How can writers elaborate to make their nonfiction writing more meaningful?

**Focus of Standards**

Student Outcomes	Skills	Assessments	Resources
<p><b>Immersion: Interactive Read Aloud Lessons</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>I can preview nonfiction books.</li> <li>I can listen to “Are you a Snail?” and explore how the author examines the subject deeply.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can explain how photographs, realistic drawings and diagrams help convey information more deeply.</li> <li>I can use visual aids to get a deeper understanding of the topic.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>I can examine how the author uses language and domain specific vocabulary to educate the reader.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>I can read nonfiction reference text.</li> <li>I can explore the features found in nonfiction reference text.</li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>I can observe how sensory and descriptive details bring a subject to life.</li> </ul> <p><b>Mini Lessons</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>I can ask questions about topics and subjects that I am interested in and make me wonder.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can explore how writers are passionate about their subjects and explore their own passions through writing.</li> </ul>	<p align="center">N</p> <ul style="list-style-type: none"> <li>Organizing ideas</li> <li>Gathering information</li> <li>Writing with independence</li> <li>Writing with stamina</li> <li>Writing with focus and organization</li> <li>Elaborating</li> <li>Revising, editing and publishing</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Where Are My Students in the Writing Process?</li> <li>Conference Questions from the Nonfiction unit of study.</li> <li>What I Wonder About?</li> <li>Questions to Guide You in Finding a Purpose</li> <li>See <b>Student Forms</b> for additional assessment opportunities</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Standards-Based Writing Rubric Text Type: Informational/Explanatory Grade 3</li> <li>Nonfiction Grade 3 Student Performance Checklist</li> <li>Reflecting on My Work</li> </ul>	<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li><i>Are You a Snail</i></li> <li><i>Bat Love the Night</i></li> <li><i>Bats! Strange and Wonderful</i></li> <li><i>The Beetle Alphabet Book</i></li> <li><i>Dinosaur</i></li> <li><i>The Honey Makers</i></li> <li><i>How Big Were the Dinosaurs</i></li> <li><i>Into the Sea</i></li> <li><i>Red Eye Tree Frog</i></li> <li><i>Tigress</i></li> </ul> <p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li><i>RAZ Kids</i></li> <li><i>Storyworks</i></li> <li><i>Readworks</i></li> </ul> <p><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>Features of Nonfiction Writing (Teacher Reference)</li> <li>Ways to Do Research (Teacher Reference)</li> <li>Word Map (Teacher Reference)</li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>What I Wonder About</li> </ul>

<p><b>3</b></p> <ul style="list-style-type: none"> <li>• I can use my knowledge of nature and living things to generate ideas for writing.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>• I can identify topics that I find interesting in order to engage in informative writing.</li> </ul> <p><b>5</b></p> <ul style="list-style-type: none"> <li>• I can recognize narrative techniques and literary nonfiction.</li> <li>• I can begin to write my own literary nonfiction piece.</li> </ul> <p><b>6</b></p> <ul style="list-style-type: none"> <li>• I can choose a topic I collected in my Writer's Notebook and develop a published piece.</li> </ul> <p><b>7</b></p> <ul style="list-style-type: none"> <li>• I can study the research done by a favorite author and conduct my own research to increase my knowledge about a topic.</li> </ul> <p><b>8</b></p> <ul style="list-style-type: none"> <li>• I can investigate the author's questions and create questions of my own about a topic.</li> </ul> <p><b>9</b></p> <ul style="list-style-type: none"> <li>• I can recognize headings in nonfiction text and use them to organize my ideas.</li> </ul> <p><b>10</b></p> <ul style="list-style-type: none"> <li>• I can sketch images that contain information about my topic.</li> </ul> <p><b>11</b></p> <ul style="list-style-type: none"> <li>• I can compare two styles of nonfiction books written about the same subject.</li> </ul> <p><b>12</b></p> <ul style="list-style-type: none"> <li>• I can organize and outline my writing.</li> </ul> <p><b>13</b></p> <ul style="list-style-type: none"> <li>• I can reread my notebook entries and continue to work on and organize my draft.</li> </ul> <p><b>14</b></p> <ul style="list-style-type: none"> <li>• I can reread my piece and check that all information is presented clearly.</li> </ul>		<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• Editing Checklist</li> <li>• Checking Over My Draft</li> <li>• Final piece</li> <li>• Student Performance Checklist</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Use of Formative Assessment Graphic Organizers</li> <li>• Oral responses and graphic organizers pertaining to the Nonfiction Grade 3 Unit of Study</li> <li>• Organization Check</li> </ul>	<ul style="list-style-type: none"> <li>• My Passions</li> <li>• Questions to Help Me Think About Nature and Living Things</li> <li>• My Fascinations</li> <li>• Writing From a Different Perspective</li> <li>• Possible Topics</li> <li>• Sketching My Topic</li> <li>• Questions to Guide You in Finding a Purpose</li> <li>• Checking Over My Draft</li> <li>• Organization Check</li> <li>• Effective Introductions</li> <li>• Facts and Voice</li> <li>• Looking at the Verbs and Nouns in My Draft</li> <li>• Have-A-Go Spelling Sheet</li> <li>• Nonfiction Editing Checklist</li> <li>• About the Author</li> <li>• Reflecting on My Work</li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Writer's Notebooks or Folders</li> <li>• Dictionaries</li> <li>• Publishing Materials</li> <li>• Pens/Pencils (for</li> </ul>
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<ul style="list-style-type: none"> <li>● I can add linking words and phrases to move easily from one idea to the next.</li> </ul> <p><b>15</b></p> <ul style="list-style-type: none"> <li>● I can analyze the introductions of mentor texts.</li> <li>● I can revise my introduction using new techniques I learned in the mentor texts.</li> </ul> <p><b>16</b></p> <ul style="list-style-type: none"> <li>● I can create “voice” in my piece and present information in my own “voice.”</li> </ul> <p><b>17</b></p> <ul style="list-style-type: none"> <li>● I can use strong verbs and descriptive words as a revision strategy.</li> </ul> <p><b>18</b></p> <ul style="list-style-type: none"> <li>● I can use precise, content specific words and definitions</li> </ul> <p><b>19</b></p> <ul style="list-style-type: none"> <li>● I can check my piece for proper spelling.</li> </ul> <p><b>20</b></p> <ul style="list-style-type: none"> <li>● I can work with a partner to edit my work for accuracy and clarity.</li> </ul> <p><b>21</b></p> <ul style="list-style-type: none"> <li>● I can add biographical notes to my writing to identify myself as a nonfiction author.</li> </ul>			<p>writing, revising and editing)</p> <ul style="list-style-type: none"> <li>● Paper</li> <li>● Chart Paper</li> <li>● Sticky Notes</li> <li>● Display a sample teacher-created paragraph or one from a student volunteer</li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>● Display a sample teacher-created paragraph or one from a student volunteer</li> <li>● Create a t-chart with a heading for "Verbs" and a heading for "Adjectives" that you can add to during the lesson.</li> </ul> <p><b>Word Study/Spelling/ Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Flocabulary.com</li> </ul>
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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. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

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

a. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support

comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a conclusion.

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

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

### **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 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.

### **Range of Writing**

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

## **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.

a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion  
b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**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 Ideas**

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

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

certain facts or details.

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

## **LANGUAGE STANDARDS**

### **Conventions**

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

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

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

- a. Capitalize important words in titles. Use commas in addresses.
- b. 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.
- f. 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 words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**L.3.5:** Demonstrate understanding of 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).  
b. 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.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.
- 8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

### **Interdisciplinary Connections and Activities**

- Students to bring in books and grade-appropriate materials from the Internet to use to conduct research. 8.1.5.E.1, CRP7
- Students will use evidence to support the explanation that traits can be influenced by the environment and writing about living things. 3-LS3-2, SL.3.4

### **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.

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

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

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

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<p>Have students conduct research on an additional unit author and share orally with their classmates.</p> <p>Research one of the topics/authors from this unit of study and present to peers digitally using Google Docs/PowerPoint Presentation.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks &amp; provide key language uses to students.</p> <p>Use a picture walk to activate students' prior knowledge about non-fiction writing.</p> <p>Access to word/picture banks to reference in tasks that require reading in the the third grade Nonfiction Unit of Study.</p> <p>Native Language Supports such as peer, online assistive technology, translation device, bilingual dictionary.</p> <p>Word/picture banks available for students' reference.</p> <p>Meet with a small group of students and access the <i>National Geographic for Kids</i> web site, which can be found at <a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a>. Select the "Photos" tab and choose a photograph to use to work</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 Nonfiction Unit.</p> <p><b>Supply students with Anchor Charts:</b> Features of Nonfiction, Our Nonfiction Features Chart, Comparing Purpose and Approach, Book Structures, Thinking About Structure, and What We Learn About Our Authors Suggestion:tape or staple charts in to writer's notebooks for easy reference.</p> <p><b>Partially complete Nonfiction Graphic Organizers such as:</b> Writing from a different perspective. Possible Topics, Ways to do Research, Collecting My Thoughts, Sketching My Topic, Word Map Pyramid, and Narrative, Journey, or Story Structure</p> <p>Focus on reading nonfiction at students' instructional levels during guided reading.</p> <p>Who Else Matters? (Adapted)(forms)</p> <p>Extra time completing tasks, checklists and other tasks in this writing unit.</p>

collaboratively with students to practice describing and determining the benefits of photographs, realistic drawings, and diagrams that are used in nonfiction.

#### Word Map (ELL Support)

Have students use a thesaurus, as needed, to find synonyms for words or other pertinent sources to obtain more content-specific information.

After the "Inform" portion of the lesson, show students a real-life example of something from the world to "wonder" about (e.g., a bird's nest, an ant farm, a pine cone, a seashell, etc.). This real-life example will provide a meaningful context in which to elicit wonderings from students.

During the "Engage" part of the lesson, be sure to involve your English language learners by providing sentence stems as a way for them to share their passions. For example:

- I really love to \_\_\_.
- My favorite thing to do is \_\_\_.

Discuss what it means to pretend or imagine and give concrete examples students can easily relate to, such as pretending to be a princess or a pirate when you're little or pretending to be a witch on Halloween.

#### Ways to Do Research (Adapted)

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

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

Oral response options to be provided for assignments calling for students to produce written responses connected to the Nonfiction unit.

Allow for Student Choice: Students should be permitted to demonstrate understanding of the Nonfiction 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.

Use different colors to edit for each item that you are editing for to make the editing work stand out.

Students will benefit from editing with a peer.

Highlight words and phrases they think might be misspelled or grammatically incorrect. They should work with a partner and/or the teacher to correct their mistakes.

\*See also Modifications to Support English Language Learners

Discuss the difference between the meanings of both of these conjunctions ("and" joins similar ideas while "but" joins the unexpected) and how a comma is inserted before the conjunction when two sentences are joined. When students reread their own drafts during independent writing, have them focus on joining sentences using the two conjunctions.

Bubble Maps (forms)

\*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>