



BOE Approved 8/18

## Cliffside Park Public Schools

### Writing: Grade 3

**Unit Name:** Biography

**Resource:** Writer's Workshop, Schoolwide

**Duration:** 4-6 Weeks

#### Enduring Understanding

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

#### Essential Question

- What are the features of a biography and how does a biography writer make choices in their writing?

**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 define biography and explore features in a biography.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can continue to explore the features in a biography.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>I can discuss the author’s purpose and what inspired them to write the biographies they did.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>I can explore how biography writers highlight important events in the subjects’ lives.</li> </ul> <p><b>5 / 6</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast styles and features of biographies.</li> </ul> <p><b>Mini Lessons</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>I can create a list of people I feel changed the world or a subject I am interested in.</li> </ul> <p><b>2</b></p> <ul style="list-style-type: none"> <li>I can create a list of subjects who used scientific investigation to help change the way the world world.</li> </ul> <p><b>3</b></p> <ul style="list-style-type: none"> <li>I can create a list of subjects I feel personally connected to by thinking of my own interests and passions.</li> </ul> <p><b>4</b></p> <ul style="list-style-type: none"> <li>I can select subjects I feel that my readers should learn about.</li> </ul>	<ul style="list-style-type: none"> <li>Organizing ideas</li> <li>Gathering research</li> <li>Writing with independence and stamina</li> <li>Writing with focus and organization</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 Biography unit of study</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Standards-Based Writing Rubric Text Type: Opinion Grade 3</li> <li>Biography Grade 3 Student Performance Checklist</li> <li>Reflecting on My Work - Biography unit</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>Biography Editing Checklist</li> <li>Draft</li> <li>Final piece</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>Use of Formative Assessment</li> <li>Graphic Organizers</li> <li>Oral responses and</li> </ul>	<p><b>Mentor Texts</b></p> <ul style="list-style-type: none"> <li><i>The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Suess</i></li> <li><i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i></li> <li><i>If a Bus Could Talk: The Story of Rosa Parks</i></li> <li><i>Lou Gehrig: The Luckiest Man</i></li> <li><i>Manfish: A Story of Jacques Cousteau</i></li> <li><i>Mother to the Tigers</i></li> <li><i>Night Flight: Amelia Earhart Crosses the Atlantic</i></li> <li><i>A Picture Book of Cesar Chavez</i></li> <li><i>Roberto Clemente: Pride of the Pittsburgh Pirates</i></li> <li><i>The Watcher: Jane Goodall’s Life With the Chimps</i></li> </ul>

<p><b>5</b></p> <ul style="list-style-type: none"> <li>• I can collect facts in the form of a list.</li> </ul> <p><b>6</b></p> <ul style="list-style-type: none"> <li>• I can continue to collect information about the subject of my biography.</li> <li>• I can express opinions about the subject of my biography.</li> </ul> <p><b>7</b></p> <ul style="list-style-type: none"> <li>• I can collect more facts and details about the family and friends of the subject of my biography.</li> </ul> <p><b>8</b></p> <ul style="list-style-type: none"> <li>• I can use quotations from my subject to show their impact on society.</li> <li>• I can compile quotations to show why my subject is important to the world.</li> </ul> <p><b>9</b></p> <ul style="list-style-type: none"> <li>• I can create a lead for my biography which will hold the reader's attention.</li> <li>• I can state my opinion about the subject of my biography.</li> </ul> <p><b>10</b></p> <ul style="list-style-type: none"> <li>• I can write the paragraphs in my biography in chronological order.</li> </ul> <p><b>11</b></p> <ul style="list-style-type: none"> <li>• I can consider various ways to conclude my biography.</li> </ul> <p><b>12</b></p> <ul style="list-style-type: none"> <li>• I can revise my draft to make sure I am using words to link opinions, reasons and facts.</li> </ul> <p><b>13</b></p> <ul style="list-style-type: none"> <li>• I can revise my work to include details and dates.</li> </ul> <p><b>14</b></p> <ul style="list-style-type: none"> <li>• I can use a revision checklist to make sure my biography includes certain techniques.</li> </ul> <p><b>15</b></p>		<p>graphic organizers pertaining to the Biography</p> <ul style="list-style-type: none"> <li>• Grade 3 Unit of Study</li> </ul>	<p><b>Digital Texts</b></p> <ul style="list-style-type: none"> <li>• <i>RAZ Kids</i></li> </ul> <p><b>Student Forms</b></p> <ul style="list-style-type: none"> <li>• Reading Response to Biography</li> <li>• Who Do I Want to Write About and Why</li> <li>• My Passion, My Person</li> <li>• Biography Research Homework</li> <li>• The Body of My Biography-Outline</li> <li>• My Life as a Biographer</li> <li>• What a Challenge</li> <li>• Who Else Matters</li> <li>• Who Else Matters (Adapted)</li> <li>• Ways to End Biographies</li> <li>• My Biography Revision Checklist</li> <li>• Biography Editing Checklist</li> <li>• What Will My Cover Be?</li> </ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"> <li>• Science Text Books or Science Trade</li> </ul>
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<ul style="list-style-type: none"> <li>• I can proofread my writing like a biographer and look for errors in dates, names and places.</li> </ul> <p><b>16</b></p> <ul style="list-style-type: none"> <li>• I can correctly abbreviate professional and social titles in my biography.</li> </ul> <p><b>17</b></p> <ul style="list-style-type: none"> <li>• I can create a cover which includes a title and illustration of the subject.</li> </ul> <p><b>18</b></p> <ul style="list-style-type: none"> <li>• I can reflect on my writing and my final product.</li> </ul>			<p>Books About Various Topics</p> <ul style="list-style-type: none"> <li>• Writer's Notebooks or Folders</li> <li>• Student Drafts</li> <li>• Cover paper</li> <li>• Dictionaries</li> <li>• Publishing Materials</li> <li>• Pens/Pencils (for writing, revising and editing)</li> <li>• Lined Paper</li> <li>• Chart Paper</li> </ul> <p><b>Additional Materials</b></p> <ul style="list-style-type: none"> <li>• Variety of biography books for Classroom Library</li> <li>• Science textbooks or science trade books about various topics</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 opinions and reasons.

d. Provide a conclusion.

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

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

comprehension.

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

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

d. Provide a conclusion.

### **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.

### **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 Knowledge and Ideas**

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

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

**SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (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.
- c.Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs.
- d.Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. e.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. f.Use coordinating and subordinating conjunctions.
- g.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.
- b.Use commas in addresses.
- c.Use commas and quotation marks in dialogue.
- d.Form and use possessives. 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 Usage**

**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).  
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- c.Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords 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). 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.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
- 8.1.5.B.1. Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

### **Interdisciplinary Connections and Activities**

#### **Home/School Connections**

- Ask parents or guardians of English language learners and bicultural students to talk with their children about people who have made a difference in their native country. 6.1.4.D.18, 6.1.4.D.19
- Students will conduct research based on *The Watcher: Jane Goodall's Life With the Chimps* and include in writing. 3-LS4, 8.1.5.A.1, 8.1.5.E.1
- Students write a short response about someone who influences them, just as many biographers do. They can explain why that person has been influential and then add some "features" to their responses (important dates, places, events, accomplishments, struggles, etc.). Some suggestions could be family members, teachers, community members, etc. Students add an illustration of the person and compile the responses into a class book titled "The People Who Inspire Us." 6.1.4.D.18, 6.1.4.D.20,
- Students use web sites to search for important quotes. 8.1.5.A.1, 8.1.5.E.1, CRP11

### **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.

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

<p align="center"><b>Modifications to Support Gifted and Talented Students</b></p>	<p align="center"><b>Modifications to Support English Language Learners</b></p>	<p align="center"><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<p>Provide higher level (P &amp; Up) biography texts, science textbooks, trade books and digital sources that address the same enduring understanding of the Unit.</p> <p>Give choice on how to list methods of information when gathering information.</p> <p>Use of a thesaurus to find synonyms for typical attributes.</p> <p>Use internet resources to research important quotes and how to properly cite them.</p> <p>Add more paragraphs to their outlines and drafts.</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>After the reading revisit the illustrations in this book and help students create simple past tense sentences to retell the stories that the illustrations tell.</p> <p>Visuals and illustrations to be used for comprehension of (give example of some) Tier 1 and Tier 2 terms.)</p> <p>Word/picture bank available for students' reference.</p> <p>Before the read, you might share simple biographies of Rosa Parks and Amelia Earhart to help build background knowledge and to help students understand the important events in these two women's lives.</p> <p>Focus on reading biographies at students' instructional levels during guided reading.</p> <p>Work with English language learners in a small group to help them brainstorm ideas and answer the questions on the Appendix "My Passion, My Person." Some of 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 Biography Unit</p> <p><b>Supply students with Anchor Charts:</b>            Our Biographies, Features of Biographies, Keeping Track of Our Biographies, Attributes, Who Else Matters, Introducing My Subject, Ways to End Biographies, Link Opinions and Reasons, Transition Words and Phrases, Using and Abbreviating Social and Professional Titles, Cover Me.            Suggestion: Tape or staple charts in to writer's notebooks for easy reference.</p> <p><b>Partially complete Biography Graphic Organizers such as:</b>            People Who Have Made a Difference, Changing the Way the World Works, What Do I Want to Write About and Why?, What a Challenge, The Importance of a Quote, Dates and Details, Timeline, and What Will My Cover Be?</p> <p>Focus on reading biographies 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>



vocabulary words that you might want to focus on to help create meaning include the following: inspire, role models, passionate, issues, activists, environmental protectors, admire.

Prepare English language learners for this lesson by doing a vocabulary lesson on attributes during small-group work. You could use the Appendix "Attributes" as a reference.

Who Else Matters? (Adapted)(forms)

Display some of the quotes as you present the lesson so your students can see how to write and punctuate quotes.

English language learners will not understand the meanings of the phrases and similes "a fever to play and win baseball," "smacked the first pitch," and "ran like lightning," so it is a good idea to discuss these phrases prior to or during the lesson. This will allow the students to understand how the author captures readers' attention.

During the lesson, ask students to pick one ending from the mentor texts and explain its meaning in their own words. You could use the following sentence stems:

- I think the author shows \_\_\_ is important to the world because \_\_\_.

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

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

Display some of the quotes as you present the lesson so your students can see how to write and punctuate quotes.

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

- The quote \_\_ shows \_\_.

Prepare students prior to the lesson by looking closely at the biographies they are reading in a small group. Allow them to use the "Dates and Details" chart with one or more of the biographies at their reading level.

Highlight words and phrases students 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 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>