

Writing Grade 3 Unit 2

Content Area: **ELA**
Course(s): **Writing Grade 3**
Time Period: **Trimester 2**
Length: **9 cycles**
Status: **Published**

Course Pacing Guide

Lucy Calkins Writing

Unit	Trimester	Cycles
Crafting True Stories Unit 1	1	9
Changing the World Unit 3	1 and 2	9
The Art of Information Writing Unit 2	2 and 3	9
Once Upon a Time Unit 4	3	3

Unit Overview

- Students will be writing about self-chosen topics with great personal interest to keep them engaged and focused
- Find out what passions, interests, and hobbies your student have
- Include text and graphic features such as headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals
- They will write nonfiction text to teach information to others
- Introduce a topic clearly, separate it into subtopics, and organize their writing in separate pages so that appropriate information is grouped together inside of these subtopics

Enduring Understandings

Students will understand that...

- Writers know many things that they can teach others
- There are many ways (formats) to share ideas and knowledge with others

Essential Questions

- How do information writers try on topics and then revise those topics, with an eye toward greater focus?
- How do writers plan and organize chapters prior to drafting?
- How do writers draft information books, incorporating all we know about a topic?
- How do information writers edit information books and then prepare them for publication?

New Jersey Student Learning Standards (No CCS)

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.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.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.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.
LA.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.

Amistad Integration

- Students will show diversity by teaching information about topics they are "experts"
- Diversity is shown through mentor texts such as Time for Kids and Deadliest Animals
- Girls Play Softball by Amy Rogers
- Kids Get Coding by Heather Lyons and Elizabeth Tweedale
- Move It by Christa Schneider

Holocaust/Genocide Education

Interdisciplinary Connections

Social Studies:

Correlates to Immigration, regions of NJ, or Economics social studies units of study

Complete a state report on NJ.

Write a travel journal about one immigrant's journey to the United States.

Create a poster or timeline of major events in NJ early times.

Create a poster or brochure on significant NJ figures.

Reading:

Correlates to Lucy Calkins Grade 3, Unit 2: *Reading to Learn: Grasping Main Ideas and Text Structures* and Unit 4: *Research Clubs*

SOC.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Technology Standards

Use Inspiration to brainstorm ideas for your writing topic

Use KidPix to draw ideas and then write about them.

Use Google Docs to publish your final story

Develop a hyperlinked document linking readers to more information about a topic being described.

TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.

21st Century Themes/Careers

21st Century Skills:

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

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

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

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Financial Literacy Integration

Click on link for a lesson on integrating financial literacy with writing

<http://www.scholastic.com/browse/article.jsp?id=3757930>

9.1.4.B.1 Differentiate between financial wants and needs.

- 9.1.4.B.2 Identify age-appropriate financial goals.
- 9.1.4.B.3 Explain what a budget is and why it is important.
- 9.1.4.B.4 Identify common household expense categories and sources of income.
- 9.1.4.B.5 Identify ways to earn and save.
- 9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.
- 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).
- 9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- 9.1.4.C.4 Determine the relationships among income, expenses, and interest.
- 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.
- 9.1.4.C.6 Summarize ways to avoid credit problems.
- 9.1.4.D.1 Determine various ways to save.
- 9.1.4.D.2 Explain what it means to “invest.”
- 9.1.4.D.3 Distinguish between saving and investing.
- 9.1.4.E.1 Determine factors that influence consumer decisions related to money.
- 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.
- 9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

<https://docs.google.com/document/d/16ik6yYKsLDBSgfx3yfrNSr4fDJAiyKC6DSK4qOp1ID4/edit>

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- teacher conferring and notetaking
- unit checklists
- quick writes (entries, on-demand writing samples)

Summative Assessment

- final published information book using rubric

Benchmark Assessments

- DWA Fall and Spring

Alternate Assessments

Resources & Technology

Resources:

Teacher's College Writing Curricular Calendar, Third Grade, 2011-2012 Unit 5

Teacher's College Writing Curricular Calendar, Third Grade, 2010-2011 Unit 3

The Art of Teaching Writing by L. Calkins (Chapter 25)

Deadliest Animals

VIP Pass to a Pro Baseball Game Day (website)

Technology:

<https://www.heinemann.com/collection/calkins>

TECH.8.1.5.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

BOE Approved Texts

Lucy Calkins mentor texts

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.

- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a privacy shield. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish.
- Allow work to be done in a room with few distractions (e.g., the library).
- Show a model of the end product.
- Allow for frequent breaks.
- Provide graphic organizers to keep thoughts organized.

504

- preferential seating
- extended time
- reduced classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics and anchor charts around the room
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a privacy shield
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking