

Writing Grade 3 Unit 3

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 create opinion writing by crafting claims and collecting specific evidence to support and elaborate these claims
- They will state an opinion and give reasons to support it
- Create an organization structure for their reasons, using linking words and phrases to help readers access that structure
- They will be practicing writing reviews, speeches, and letters promoting their ideas and opinions

Enduring Understandings

Students will understand that...

- We can write about their opinions on a topic (ex. movie, book, video game, restaurant, vacation spot) in a persuasive review.
- We can add more details and specific language and use mentor texts

- We take away parts that don't support our claim and choose strategies to make our writing more persuasive

Essential Questions

- What is a persuasive review?
- How do we make reviews more persuasive?
- How do writers revise and edit for precision and clarity?

New Jersey Student Learning Standards (No CCS)

LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.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 sharing their own personal opinions and experiences
- Diversity is shown through the mentor video, Severn Suzuk
- How To Be A T-Rex by Ryan Worth and Mike Lowery
- One Word from Sophia by Jim Averbeck and Yasmeen Ismail
- Let the Children March - Monica Clark
- Shaking Things Up: 14 Young Women Who Changed the World by Susan Hood

LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Holocaust/Genocide Education

SOC.6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

- Create an economic review of local restaurants

Universal School Expectations:

- Find problems and come up with solutions to problems around the school (ie, litter, bullying...

Math:

- create opinion question with several choices for answers to gather data (ie: bar graphs for favorite subjects) to support reasons in opinion writing

Science:

- importance of using expert vocabulary when writing to persuade listeners

SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
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Technology Standards

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.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

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.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 opinion/persuasive speech using rubric

Benchmark Assessments

- DWA Fall and Spring

Alternate Assessments

Resources & Technology

- Teacher's College Writing Curricular Calendar, Third Grade, 2011-2012 Unit 4
- Teacher's College Writing Curricular Calendar, Third Grade, 2010-2011 Unit 5
- The Art of Teaching Writing by L. Calkins

Technology:

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

BOE Approved Texts

- Review from local newspapers
- Dear Mr. Blueberry by S. James
- Dear Mrs. LaRue by M. Teague
- I Wanna Iguana by K. Orloff
- I Wanna New Room by K. Orloff
- Earrings! by J. Viorst

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 thier 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, others 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