

# Unit 1: Launching Writer's Workshop

Content Area: **English Language Arts**  
Course(s): **Writing 3**  
Time Period: **September**  
Length: **4 weeks**  
Status: **Published**

## Unit Summary

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Launching Writer's Workshop will ask students to write everyday. They will be asked to bring their notebooks from school to home and back. Students will fill those notebooks with many small, true stories of their lives. They will talk often with a writing partner and develop personal narratives through the writing process. Students in third grade are ready to work with increased independence and knowledge.

## Standards

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New Jersey Learning Standards

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

Range of Writing

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

LA.W.3.3

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

## **Student Learning Objectives**

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By the end of this unit students will learn to....

- follow routines, procedures and expectations for Writer's Workshop.
- write a friendly letter with correct punctuation.
- develop a personal narrative.

## **Essential Questions**

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Why do we write?

Where do writers get their ideas?

What, when, how, and where do we write?

How do writers revise and edit their work?

How do writers share their ideas?

## **Enduring Understandings**

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Students understand that...

- writers get ideas from their own lives to write about.
- the writing process is a series of steps that writers use to develop a piece writing.
- writers write over extended time frames and shorter time frames depending on their purpose or audience.

## Application

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Students will be able to independently use their learning to...

- create a friendly letter.
- create a list of small moment stories.
- generate ideas for writing as a result of recalling experiences (listening, talking, rereading their notebooks, brainstorming, asking questions and observing).
- conference with adults to strengthen their writing through revision and editing.
- practice selecting a story idea and organizing events.
- develop a strong introduction and attempt conclusions in their narratives.

## Skills

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Students will be skilled at ...

- developing a friendly letter.
- developing a personal narrative following chronological order.