

Fundamentals - How Writer's Work

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **6 weeks**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

The beginning of the school year is an exciting time. Having a good start to the school year where you and your students become part of a classroom community who listens, shares, and responds to each other's thoughts, stories, and ideas is one goal of this unit. As third-grade writing teachers, we know writing can be personal, challenging, or even intimidating. Therefore, you need to convey to all your students that your classroom is a safe place to share, give it a try, or make mistakes. You want your students to realize that writing is important and that they are all writers!

Writing workshop is the time when we think about how writers work so students can emulate this process. Often, students don't realize all of the hard work that goes into a published piece of writing. They only see the published piece, the beautiful book in their library. They don't yet understand the long and arduous process that writers go through. They see authors as untouchable beings and sometimes don't even view them as real people. Writers have very real and often very regular lives. The difference between writers and everyone else is that they open themselves up to see the world around them and write down all of their observations and ideas.

This unit was created to help students understand the writing process and get to know how and why writers write in the ways that they do. Your students will explore different reasons why we write and have the chance to build their own writing identities as they publish their first piece of writing this year. In addition, procedural conversations—such as writing workshop expectations, how to use a Writer's Notebook, and what to do if you think you're done—are also presented in this unit.

Transfer

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

-What kinds of long term, independent accomplishments are desired?

- Learn the rituals, routines, and resources for writing workshop;
- Identify reasons why writers write;
- Form a community of writers who listen, share, and respond to each other's thoughts, stories, and ideas;
- Think about the writer and his or her process when reading the mentor texts;
- Recognize how writing is a process that takes hard work and time to create pieces of writing that are meaningful;
- Personalize a Writer's Notebook and discuss the purpose of various writing tools;
- Write routinely over extended time frames and shorter time frames for a range of purposes and audiences;
- Understand the ways to listen and be heard when working in writing partnerships;
- Engage 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;

- Discover ways to help themselves and problem solve when they experience writer’s block;
- Learn about themselves as writers by constructing a writing identity; and
- Publish a piece of writing, with teacher guidance and support, that they develop and strengthen using the writing process—collecting, drafting, revising, and editing

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

Interact with engaging texts in meaningful ways as they build knowledge of various topics, genres, authors, and purposes of writing.

Read like writers and try to write every day.

Engage in daily discussions with one another about the texts they read and what they write.

Write often about their own ideas while considering the text type and purpose.

Get excited about preparing to publish a piece of writing for an audience to read and enjoy!

Understand how to organize and apply the writing process in order to formulate writing pieces.

Understand to read (sometimes aloud), revise, and edit their writing often while making connections to grammar conventions/text structure.

Take pride in their work well using publishing techniques and features identified in mentor texts and other materials.

Present their pieces to an audience of peers and/or adults while providing and receiving positive feedback.

Feeling proud what they have accomplished!

Essential Questions

Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

- What do you think inspired the author to write this? (Check the Dedication or author blurb.)
- What did the author have to do to make this book? (Imagine what was in the author's Writer's Notebook or research that may have taken place.)
- What is the author's purpose (entertain, instruct, persuade, record an experience, provide another point of view)?
- What is the genre (personal narrative, realistic fiction, nonfiction, poetry)?
- What interesting language or word choices does the author use (similes, sensory details, precise words, vivid verbs, dialogue)?
- How do the illustrations help tell the story (details, perspective, use of color)?
- How does the author structure or organize the book (list, chronological, leads, endings)?
- What similarities do the books and/or authors have (subject, theme, genre, structure, author is also the illustrator)?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

- understand why writers write
- identify genres by features and structures
- determine self awareness
- utilize steps of the writing process

Students will be skilled at...

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Purpose/Meaning
- Text and Genre Features/Structure
- Meta-cognition
- Craft/Style
- Draft/Organization
- Revision
- Conventions and Grammar
- Editing
- Publishing
- Reflection

Academic Vocabulary

Instructional Vocabulary: The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

engage

phrase

About the Author	entries	point of view
advice	entry	positive
anxious	envision	publish
audience	essential	publishing extras
authentic	questions	punctuation
book jacket	evidence	reflection
brainstorm	frustrated	revising
capitalization	generating	sensible
captivate	hook	sensory details
challenge	independence	sketching
character	inspiration	sparked a
circular ending	intrigued	memory
clear	leads	sticky notes
collecting	map it out	strategies
conclusion	meaningful	summary
connected/connection	memory	technique
conventions	mentor text	thesaurus
convey	narrative	time line
convince	narrator	title
crafted	negative	transition words
Dedication	newspaper	Writers'
dialogue	editor	Notebooks
dictionary	opinion	writing goals
drafting	ordinary	writing process
drafting paper	organize	
edit	passion	
effective	persuade/persuasive	
elaborate		
ellipses		
emotional		
emotions		

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	I Wanna Iguana	If You Were a Writer	Miz Berlin Walks	Our Tree Named Steve	You Have to Write
Tier 2	adorable		agate		
	allowance		bank		
	compassionate	blazing	contemplation	adjusted	downright
	concerned	brilliant	conversing	barbecues	pluck
	doubt	bristly	cotton-quiet	center	rotting
	financial	dashed	creek	clear	snatch
	mature	droop	furled	crushes	soaked
	mention	escape	hardscrabble	easy	spine
	responsible	fragrance	kin	greet	weave
	sensitive	huddled	knitted	nervous	
	wizard	narrow	lapped	peace	
		perched	ribs	performed	
		prowling		pride	

quivering
shimmer
slithery
spell
stagger
stamp
stomp
stroked
stumble
twirl
wedge
whimpered

scarcely
squinch
threading
whopper

protected
quickly
save
smelly
snowstorm
spared
swing

Tier 3

Godzilla
hamster
iguana
trial basis

honeysuckle
blossom
typewriter

Baltimore
Chesapeake
crowdaddies
dandelion
Kecoughtan Road
Newport News
Norfolk
Roanoke
Spanish Main
straw-apple pies
swill
sycamores

builder
hammock
jump-rope turner
sewer
swing holder
weird-looking

draft

Learning Goal 1

Students will make connections to identify why we write and why writing is important.

IRA 1 Target: Why is Writing Important?

- Students will engage effectively in a range of collaborative discussions as they contemplate the importance of writing and the power of storytelling.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.

Accommodations and Modifications

Before reading this story, conduct a picture walk with students. The illustrations will help students understand the narrative text that also contains flashbacks to different points of Miz Berlin's life. The illustrations require a keen eye to realize how Miz Berlin's story literally takes the narrator into the stories. Have students look for the narrator and Miz Berlin and discuss how the illustrations match the story Miz Berlin is telling while reading it aloud.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Appendix "[The Writer's Ear](#)"

IRA 2 Target: You Are A Writer!

- Students will develop and explain their ideas about why writers write and how writers work as they discuss the mentor text by Joan Lowery Nixon.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Add a column to the "Writing Advice and Ideas" chart to include an example for each piece of advice given. Students should have at least one or two clear examples that they can refer back to when they write.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

responses on "Writing Advise and Ideas" chart

Appendix "[Writing Workshop Roles and Respons](#)"

IRA 3 Target: Writing to Remember

Writers reflect on their past experiences and meaningful events so that they can develop them into reflective stories.

- Students will explain and reflect on their own memories and how a Writer's Notebook is a place to keep these special stories.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Ask your students about their experience of leaving their native country, arriving in the United States, or attending their first day in an American school as a memory full of emotion (or any experience pertaining specifically to the circumstances of their lives). This can be the basis for their list of some of their most emotional or favorite memories.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

IRA 4 Target: Writing to Persuade

- Students will understand how writers use the written word to persuade others as they listen to and discuss the book *I Wanna Iguana*.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

To support the use of writers' tools (see Structures, Routines, and Resources), have students practice using two of them—a dictionary and a thesaurus. They can look up the definitions of the Tier 2 vocabulary words from *I Wanna Iguana*. Students can look up the following words from the story in a thesaurus: eat, nice, cute, small, and smart. After using these two tools, students should complete the following sentences to sum up the distinction between and purposes of these resources: I can use a dictionary to ___ (find the meanings of words). I can use a thesaurus to ___ (find new or stronger words).

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

completed group work: posters/letters

IRA 5 Target: A Writer's Life

- Students will discuss the meaning and message behind Janet Wong's poetic text and connect these ideas with their own experiences of being a writer.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

When brainstorming more ideas for writing, students may use the Appendix "Generating Ideas" to help think of ideas. The outer square can be used for the bigger idea (family, pets, fears, memories, etc.), while the inner circle can be used for the specific idea within the bigger idea. Students can also sketch small illustrations to help support their thoughts.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Appendix "[What to Do When You Are Stuck](#)"

Appendix "[Generating Ideas](#)"

Digital [Generating Ideas](#)

Digital [My Writing Life Timeline](#)

Learning Goal 2

Students will engage, systematically, through the steps of the writing process to create, share, and respond to writing pieces.

Mini-Lesson 1 Target: Generating Ideas I: Meaningful Memories

Writers think about memories from their pasts that create strong emotions.

- Students will think about powerful memories in their own lives to generate ideas for writing

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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.3.8	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.
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.

LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Have students complete the Appendix "My Meaningful Memories (Adapted)," which has graphics and sentence starters, to aid their thoughts and writing. Encourage students to use a thesaurus for this activity.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Appendix - [My Meaningful Memories](#)

Digital [My Meaningful Memories](#)

Mini-Lesson 2 Target: Generating Ideas II: The Power of Persuasion

Writers create meaningful entries by writing about persuasive topics that they care deeply or passionately about.

- Students will think about the purpose and power of persuasive writing as they generate ideas in their Writers' Notebooks.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

Accommodations & Modifications

Brainstorm possible leads to students' persuasive thoughts. Examples include:

- I believe __ because __.
- People should __ because __.
- The best way to __ is __ because __.
- It is important to __ because __.

Students can use these constructions to help frame their conversations with partners, as well as guide their writing.

Appendix - "[The Power of Persuasion](#)"

Digital [The Power of Persuasion](#)

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Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions:

Can you tell me about an idea you have that you feel is very important that's connected to nature or animals?

Have you ever tried to convince your parents to change a rule at your house? What was it, and why did you want it changed?

Appendix - [The Power of Persuasion](#)

Mini-Lesson 3 Target: Selecting: Choosing "The One"

Writers thoughtfully select an idea to stick with and strengthen by thinking about certain criteria.

- Students will thoughtfully read through their Writers' Notebooks to select an idea they will develop and publish.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.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.3.8	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Have the three essential questions available for the students to refer to as they go through their Writers' Notebooks. Distribute copies of the Appendix "Essential Questions" to help students determine which entries they may possibly want to write more about.

1. Do I feel **STRONGLY** about my topic?
2. Will readers think this idea is **INTERESTING**?
3. Do I have **MORE** to say about this topic?

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Which idea do you feel most excited about? Why?

Which one of your entries would be the most interesting for readers?

Which idea do you have lots more to say about?

Appendix - [What Matters Most](#)

Digital [What Matters Most](#)

Appendix - [Essential Questions](#)

Digital [Essential Questions](#)

Mini-Lesson 4 Target: Collecting: Gathering More About Your Idea

Once writers have selected an idea, they need time to further explore their thinking.

- Students will collect examples of descriptive language around their ideas to draw out specific details

for their pieces.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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.3.7	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.
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.

LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Have students experience some sensory words. For example, provide them with objects with varying textures (cotton, seashell, sandpaper, stuffed animal, etc.); different smells (perfume, vanilla, cinnamon, etc. on different cotton balls); different sounds (different ringtones or alarms from a smartphone or iPod®, etc.); pictures portraying different moods and/or tones (messy, natural, bright, dreary, etc.); and if possible, sample foods having different tastes. Record the vocabulary elicited from these activities and have it available when the students complete the Appendix "Collecting Sensory Details."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What is an important part of your story to describe? Place? Person? Object?

How does your object look? Think about its color, size, shape, texture, etc.

What sounds did you hear? What scents did you smell?

Appendix - [Collecting Sensory Details](#)

Digital [Collecting Sensory Details](#)

Mini-Lesson 5 Target: Drafting: Mapping Out My Piece

Writers must decide which parts of their collected ideas are integral to their pieces by sifting through their collected work to determine what would make for balanced pieces.

- Students will draft pieces with sensible beginnings, middles, and ends or conclusions.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.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.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
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.3.8	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.

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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Write each temporal and transition word and/or phrase on a separate index card. Teach students the meanings of the words and phrases, using groups of about five to seven cards at a time. Have students sort the cards in various manners. For example, they can sort the cards by which words would fit best at the beginning, middle, or conclusion of their writing (three piles). They may sort the cards by similar meaning. Add to their repertoire of temporal and transition words and phrases when they have demonstrated understanding of the current cards. Eventually, they will be able to use all of the words from the list in their writing.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

What was the first thing you remember about your experience? Then what happened?

What part in your notebook would make for a good ending or conclusion?

Appendix - [Mapping It Out – Narrative Genre](#)

Digital [Mapping It Out - Narrative](#)

Appendix - [Mapping It Out – Persuasive Letter Genre](#)

Mini-Lesson 6 Target: Revising: Captivate Your Audience

Writers reread their work to make it more interesting for their readers.

- Students will work with their writing partners and use a revision checklist to ensure that their pieces are engaging.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.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.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
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.3.7	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

During independent writing time, work with a small group of students to support them in crafting leads for their stories. Take each student's story idea and together come up with a different lead technique to try. Prompt students by asking:

- What did the main character say as your story began?
- Where does your story take place?
- What were you feeling or thinking about from the beginning?

Record students' ideas on chart paper and/or have students jot their favorite idea on a sticky note.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Which type of lead are you using in your piece? Why did you choose to use this type of lead?

Which mentor author helped you decide to end your piece in the way that you did?

Mini-Lesson 7 Target: Editing: Checking My Conventions

Writers get their writing prepared for their readers by checking their capitalization, punctuation, and spelling.

- Students will edit their pieces to demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling to make sure their piece is easy to read.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.1	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.B	Use commas in addresses.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.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.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Create three index cards or sticky notes for each student—one with a period, one with a question mark, and one with an exclamation point. Read aloud various sentences (from the mentor texts or elsewhere), pausing after reading each one, and have students determine what type of punctuation mark they believe is at the end of the sentence by holding up the appropriate card or sticky note. Sentences can also be dictated with students writing the punctuation mark they hear on an individual whiteboard.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Where did you make an editing change? Why did you make this change?

Did you use different ending punctuation? Why?

Show me a spelling change. What tools did you use to find the correct spelling?

Digital [Mentor Text Conventions](#)

Digital [My Editing Checklist](#)

Mini-Lesson 8 Target: Publishing: Showing Off My Work

Writers include various publishing techniques when presenting their work and to help their readers understand their purpose.

- Students will create Dedication and/or About the Author pages to give their readers some insight into their purposes and/or inspiration.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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.3.4	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.3.8	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.
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.
LA.SL.3.1.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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Accommodations & Modifications

Have students go through other texts (other than the mentor texts) and identify "publishing extras" with sticky notes. The more models that they see, the better prepared they will be to choose which extras to use and actually compose them.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

student entries in Writer's Notebook

Conference Questions

Is there something your readers should know about you or your writing that didn't fit into your piece? What is it?

Why is this piece really important to you? Could you craft that into a powerful title?

Mini-Lesson 9 Target: Student Self-Reflection

Reflection is an important part of the writing process because a writer's work is never truly finished. Having students reflect on their learning and set goals for the future enables them to become independent writers.

Accommodations & Modifications

Model with student one on one, or pair the with a partner, to demonstrate reflection.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

teacher observation/anecdotal notes on the "[How Writers Work Grade 3 Student Performance Checklist](#)"

students' writing pieces

Use students' completed self-reflection handouts to guide your conferences

Appendix - [Reflecting on My Work](#)

Digital [Reflecting on My Work](#)

Appendix - [Classmate Reflection](#)

Digital [Classmate Reflection](#)

Summative Assessment

student's final writing piece

rubrics <https://fundamentals.schoolwide.com/eval/viewRubrics.php>

teacher notes on checklist

student conference responses

21st Century Life and Careers

Discuss how we learn to write at the elementary level, which lays the foundation for academic/career success.

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.

Accommodations/Modifications

Please see lesson-specific accommodations listed within each target above.

Unit Resources

[Miz Berlin Walks by Jane Yolen](#)

[If You Were a Writer by Joan Lowery Nixon](#)

[I Wanna Iguana by Karen Kaufman Orloff](#)

[Our Tree Named Steve by Alan Zweibel](#)

[You Have to Write by Janet S. Wong](#)

<https://jr.brainpop.com/readingandwriting/writing/>

Writing a Paragraph

Using Adjectives to Compare

Adjectives and Adverbs

Writing With Senses

Verbs

Tenses

Types of Sentences

Subject & Verb Agreement

Synonyms/Antonyms

Commas with Clauses

Homonyms

Sequence

Interdisciplinary Connections
