

# Fundamentals - Writing Biography

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

## Unit Overview

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The word “biography” comes from Greek words meaning “life” and “write.” Studying biography gives students the opportunity to read and learn about various inspirational people who have made a difference to many. As writers of biographies, students will express their opinions about the subjects they write about and include researched facts and details that highlight the subjects’ achievements and influences. Biographers write about people who interest and inspire them. Through biographies, writers express their points of view or opinions about a subject—typically one they hold in high regard. People they admire and respect from the past or present are worthy subjects for students’ biographical writing.

In this unit of study, students will explore the purposes and features of biographies as both readers and writers. As students listen to the various mentor texts, they will examine the differences and similarities among these features and how they influence readers. Students will analyze the structure of biographies and take note of how some chronicle a person’s life, from birth to death, while others focus on a particular time or achievement. Students will also see how different biographers present the important events, accomplishments, struggles, and personal traits of a person’s life, as well as how they use word choices and tone to convey their admiration for and opinions of the people they write about. The biographies students publish will express their opinions of and information about subjects of their choice.

The biographies selected for this unit give students a chance to explore inspirational people who lived during various time periods, came from different cultural backgrounds, and had various influences on a variety of topics and/or issues such as sports, politics, human rights, the environment, literature, and beyond. The books in this unit of study can be used seamlessly within your social studies, science, art, and reading curricula, as well.

## Transfer

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

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

- Engage in discussions about various subjects, building on others’ ideas and expressing their own ideas clearly;
- Learn about many influential and historical subjects and understand the time in which they lived and what they accomplished;
- Form opinions of the various people studied based upon the accomplishments and attributes discussed;
- Support their point of view or opinion with reasons, facts, and details;
- Understand the purpose and structure of biography;
- Include a beginning that introduces their subject and expresses their opinion or point of view;
- Conduct research to build knowledge on their subject and develop their biography with information

from various sources;

- Include facts and details to support their opinion and inform readers;
- Create an organizational structure where related information is grouped together and linking words and phrases connect ideas and show the passage of time;
- Provide a concluding statement or section;
- Follow the writing process to publish a biography of a subject of their choosing, which includes planning, researching, drafting, revising, editing, and publishing.

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

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

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## Meaning

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### Understandings

Students will...

- 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.

Learn how to use primary and secondary sources to gather information; becoming immersed in their ideas and topics as they read, research, discuss, and write.

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 a biography writing piece.

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**

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Students will keep considering...

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

What do you notice about how authors:

- Introduce the subjects they are writing about. How does each text begin? Do you get a sense of the author's opinion of the subject from the beginning? How does the introduction engage readers?
- Structure or organize the text. Is it told in chronological order? How much time spans the texts from beginning to end?
- Include facts and details. What type of research is included? What do the facts and details show us about the subject?
- Conclude the text. Does the author's ending connect to or restate the opinion or point of view? Is it explicitly stated or inferred?
- Include extra information, such as an Author's Note, visuals, time lines, a Bibliography, etc.
- Provide insight in Dedications and Acknowledgements. What does this make you think about the author's purpose? Inspiration? Research process?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

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

understand why writers write biographies

identify the biography genre by features and structures

determine self awareness

utilize steps of the writing process

explore the research process

### **Students will be skilled at...**

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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

Research

Craft/Style

Draft/Organization

Revision

Conventions and Grammar

Editing

Self-Monitoring/Self-Correcting

Publishing

Reflection

## Academic Vocabulary

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

accomplishment	discovery	outline
achievement	draft/drafting	paragraph
activist	editor	passion/passionate
admire	effect	phrases
attribute(s)	equality	positive
Author's Note	exploration	prejudice
biography	fact	publishing
body	features	quote
cause	generating ideas	research
challenge	hero	revered
characteristics	immersion	revision/revising
checklist	impact	role model
chronologically	influence/influential	selecting
closing	informative	self-reflection
collecting	injustice	significant
compare	inspiration/inspire(d)	structure/structured
connection	invention	struggle
dedicated	linking words	subject
describe	narrative	success
detail	negative	time line
dialogue	obstacle	transition words
	opening	writing process
	opinion	

## Tier 2 and 3 Vocabulary - Mentor Texts

	<b>The Boy on Fairfield Street</b>	<b>Elizabeth Leads the Way</b>	<b>If a Bus Could Talk</b>	<b>Lou Gehrig</b>	<b>Manfish</b>	<b>Mothe r to Tigers</b>	<b>Night Flight</b>	<b>A Picture Book of Cesar Chavez</b>	<b>Roberto Clement e</b>	<b>The Watcher</b>
Tier 2	astonished	allowed	alteratio	affects	allowance	abando	accelera	accordan	accent	grand
	awkward	count	ns	apparent	among	ned	te	ce	announc	slam
	blocks	mended	appointe	array	appear	amble	ascends	ached	er	guava
	citizens				bare	ease	billowy	compass	boarded	hothead

	competitiv e complaint events exaggerati ng/ exaggerato r feasted generation s imaginary injustice instinct promote public roam studious unusual vague	property proposed rights several stated  fare fateful formal honorar y outspok en praise promote public remarka ble respect singular skilled tended tributes unceasin g usua	d arranged articles conditio ns defend dignity fare retired scout section  y praise promote public remarka ble respect singular skilled tended tributes unceasin g usua	convinced enable former furious gradually inspire modest record retired scout section  y praise promote public remarka ble respect singular skilled tended tributes unceasin g usua	beneath captured depths discover expanses experime nted film floated hitched inventions model rubber sank surface vast wonders	mighty nursery official pitiful suppose trio  drown emerges erupts fade festered gain gazes gradual graph grazing hauls heave journey levels nestles patches peeks plows poundin g soars swoops veers waning wide	churned clenche d constant descend s distant convince d mighty cks emerged customs mocked steel-mill erupts dedicati plentiful tropical fade festered gain gazes gradual graph grazing hauls heave journey levels nestles patches peeks plows poundin g soars swoops veers waning wide	ion charities major league propeller s sacrifice fly smokesta cks steel-mill tropical sack sneering walloped worship ped march merged order public register remarka ble section served sore strike union urged usual values	approac h awe cautious civilizati on dwelling extinct hyena laborator malaria parlor poachers watcher swagger tantrum uncover
Tier 3	brewery bugle comics doodling editor immigrant s patriotism superinten dent verse	battle Declaratio n of  Independen ce flabbergast ed	activist arrested boycott choruse d Civil Rights moveme nt diploma lynched minister oppressi on protest segregat ion	accountant automobil e engineer prototype sportsman ship waterproof	blueprints camoufla ged chemicals den jeweler crane crew scales waterproof	den jeweler	barbac ked breakers cockpit crag s crane drowse exhaust froth fumes gauge horizon mists nose- dive propelle rs rough- hewn	arrested boycott crops discharg e elections enlisted fasted Great Depressi on nationwi de pesticide s protest proverbs rallied segregat	approac h awe cautious civilizati on dwelling extinct hyena laborator malaria parlor poachers watcher swagger tantrum uncover

silt      ed  
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tundra  
vault

## Learning Goal 1

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Students will make connections to define and identify key features of a biography and its importance.

## IRA 1 Target: Biography: What's It All About?

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Display the unit books (and any other examples you want to show students).

- Students will define biography and begin to explore the features and purposes of the genre.

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.3.2.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.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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.3.4.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.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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.3.2	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.3.7	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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Prepare students for this lesson by teaching the following words and phrases during small-group instruction: achievements, accomplishments, character traits, influence, cause, chronicle, opinions, reflection.

Before the read, you might build background knowledge by showing the students a map and pointing out Africa. Also show a picture of a chimpanzee and ask students, "What do you know about chimpanzees?"



During the read, you might provide the following sentence stems for students during partner talk:

- I noticed \_\_ about the text.
- I noticed \_\_ about the illustrations.
- I learned \_\_ about Jane.

## **Formative Assessment Opportunities**

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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- "[Reading Response to Biography](#)"

## **IRA 2 Target: The Features of Biography**

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Use *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull.

- Students will continue their exploration of the features of biographies.

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.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.3.4.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.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- LA.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.3.2.A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- LA.W.3.2.B Develop the topic with facts, definitions, and details.
- LA.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- LA.W.3.4 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.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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.3.2 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**

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Before the read, for small-group work, you might teach a lesson on past tense and third-person perspective to help prepare students to write their own biographies. You could provide students with a list of commonly used irregular past tense verbs to use as a reference.

## **Formative Assessment Opportunities**

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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 3 Target: What's So Important?**

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Use *Mother to Tigers* by George Ella Lyon and *Lou Gehrig: The Luckiest Man* by David A. Adler to demonstrate for students the reasons why writers write biographies.

- Students will discuss each author's purpose and what inspired them to write the biographies they did.

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.3.2.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.3.4.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.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.3.1	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.3.2	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.3.7	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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 & Modifications**

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During the read, have students notice the illustrations and use them to help make meaning. Stop to describe what is happening in the illustrations.

After the read, you might revisit the illustrations in this book and help students create simple past tense sentences to retell the stories that the illustrations tell.

## **Formative Assessment Opportunities**

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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- [Reading Response to Biography](#)

## **IRA 4 Target: Important Events**

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Use *Night Flight: Amelia Earhart Crosses the Atlantic* by Robert Burleigh and/or *If a Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold.

- Students will discuss how biography writers highlight important events in their subjects' lives.

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.3.2.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.3.4.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.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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.3.1	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.3.2	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.3.7	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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Before the read, you might share simple biographies of Rosa Parks and Amelia Earhart to help build background knowledge and to help students understand the important events in these two women's lives.

After the read during Guided Practice and Independent Application, provide and/or co-create with your students a list of attributes for them to choose from when describing Parks and Earhart.

## **Formative Assessment Opportunities**

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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 5 & 6 Target: Different Styles of Biography**

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Use Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter and A Picture Book of Cesar Chavez by David A. and Michael S. Adler.

- Students will compare and contrast styles and features of biographies.

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.3.2.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.3.4.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.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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.3.1	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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Before the read, discuss and explain the words "famous" and "dedicated," as these are two words used in the lesson to describe both subjects.

During the read, provide students with the following sentence stems in order to participate in a discussion about Roberto Clemente:

- I learned that Roberto Clemente was \_\_\_.
- I think that Roberto Clemente was a \_\_\_ person because \_\_\_.

As you read *A Picture Book of Cesar Chavez*, keep a chart organizing the "main idea and supporting details" structure.

After the read, provide students with the following sentence stem to help them while talking with their partners:

- The biography writing style I would like to try is \_\_\_ because \_\_\_.

## **Formative Assessment Opportunities**

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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

## Learning Goal 2

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

### Mini-Lesson 1 Target: Generating Ideas I: Inspirational Subjects: Fighting for What's Right

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Biographers often write about subjects who have ignited a cause and improved the lives of many.

- Students will generate ideas to find subjects whom they feel changed the world for the better by fighting for what they believed in.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.6	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.A	Explicitly draw on previously read text or material and other information known about the

	topic to explore ideas under discussion.
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.3.2	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**

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Before teaching this lesson, ask parents or guardians of English language learners and bicultural students to talk with their children about people who have made a difference in their native country. You might even send home the questions from the Appendix "People Who Have Made a Difference" for parents to use as a guide when having a discussion with their child.

Students will also need to understand the following vocabulary words in order to participate in this lesson: rights, granted, cause, courage, injustice, fortunate.

### **Formative Assessment Opportunities**

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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**

Why have you selected this person?

How did this person help change the way the world thinks?

What group or cause did this person help?

Appendix- "[People Who Have Made a Difference](#)"

## **Mini-Lesson 2 Target: Generating Ideas II: Inspirational Subjects: Changing the Way**

## the World Works

---

Biographers often write about people who changed the way the world works through their inventions and explorations.

- Students will brainstorm possible subjects who have used scientific investigation to help change the way the world works.

LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.3.2.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.3.4.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.3.2	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.3.5	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.A	Explicitly draw on previously read text or material and other information known about the

	topic to explore ideas under discussion.
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.3.2	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**

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Prepare students before the lesson in a small group by discussing the meanings of "exploration," "protection," and "invention." Point out to your Spanish-speaking students that these words are cognates. This is a strategy that can be applied to many nouns that end in "-tion."

You might also focus on reading biographies at students' instructional levels during guided reading.

### **Formative Assessment Opportunities**

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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 are the inventions you use every day that you want to know more about?

What topics do you find very interesting when we are studying science?

What famous inventors or explorers have you heard of?

Appendix- "[Changing the Way the World Works](#)"

### **Mini-Lesson 3 Target: Generating Ideas III: Inspirational Subjects: A Personal Connection**

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Biographers often choose to write about people to whom they feel personally connected.

- Students will brainstorm potential subjects for their biographies by thinking of their own interests, passions, and identities.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.3.2.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.3.6	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.3.2	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.3.7	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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During the "Engage" portion of the lesson while listing hobbies, passions, and interests, try to illustrate or provide a visual for as many ideas as possible. If you know of particular interests, hobbies, or talents of your students, make sure to add them to your chart.

After the lesson, work with English language learners in a small group to help them brainstorm ideas and answer the questions on the Appendix "My Passion, My Person." Some of the vocabulary words that you might want to focus on to help create meaning include the following: inspire, role models, passionate, issues, activists, environmental protectors, admire.

### **Formative Assessment Opportunities**

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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**

Who has taught you something about your interest?

Who do you watch or study in order to help you get better at your hobbies?

Appendix- "[My Passion, My Person](#)"

### **Mini-Lesson 4 Target: Selecting: Making My Final Selection**

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Biographers choose inspirational subjects about whom they have strong opinions and want to research further.

- Students will select subjects they feel their readers should learn about, and they will consider how their research will support their opinions and show readers why this subject is important.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.3.2.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.3.4.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.3.5.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.3.1	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within



categories of information.

- LA.W.3.4 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.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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.3.2 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.

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## **Accommodations & Modifications**

During the portion of the lesson while students narrow down his/her choices, if you know of particular interests, hobbies, or talents of your struggling students, try to highlight possible choices that may fit their interests.

After the lesson, work with struggling learners in a small group to help them brainstorm and reflect to help them narrow down their choices/ideas.

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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

Of all of your possible subjects, who do you feel the most connected to or inspired by? Why?

What is your opinion of this person? Why?

Where and how do you plan to get your research?

Appendix- "[Who Do I Want to Write About and](#) "

Appendix- "[Biography Research Homework](#)"

## **Mini-Lesson 5 Target: Collecting I: Making Lists of Lives**

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Information is the key to a biographer's success.

- Students will develop strategies for collecting facts in the form of lists

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.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.3.6	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.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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While you are presenting this lesson, show students the list of Dr. Seuss's publications during the discussion.

## **Formative Assessment Opportunities**

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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 lists did you decide were appropriate for compiling information about your subject, and why?

Can you show me how you can begin to use the list to help you think more about your subject?

Which lists will you need to do more research for?

## **Mini-Lesson 6 Target: Collecting II: Describing Challenges**

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Biographers often describe challenges or obstacles their subjects have faced. They also identify attributes and express opinions about their subjects.

- Students will do the same as they continue to collect important information for their biographies.

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.3.2.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.3.4.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.3.5.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.3.1	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.

LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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

During independent writing, work with students to help them brainstorm possible challenges that their subjects faced.

## **Formative Assessment Opportunities**

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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 word or words would you use to describe your subject, either positively or negatively? Why?

What struggles or challenges did your subject have to endure in his or her life that made him or her so interesting to you?

How did your subject ultimately overcome this challenge?

What are the reasons for your opinion?

Appendix- "[What a Challenge](#)"

## **Mini-Lesson 7 Target: Collecting III: Who Else Matters?**

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Biographers know the friends and family members of their subjects are important to telling the story of a person's life.

- Students will work on collecting more facts and details about the other important people they need to include in a biography.

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.3.2.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.3.6	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.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within

categories of information.

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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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.

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## **Accommodations & Modifications**

Provide students with the following sentence stem to use while talking in partnerships:

- I would include \_\_\_ in my biography because \_\_\_.

You could use the adapted version of the Appendix "Who Else Matters?" with your English language learners.

Each student would fill the blank with their subject's name. See the Appendix "Who Else Matters? (Adapted)."

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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

How did you decide "who else matters" in the life of your subject?

By thinking about your subject's family and friends, what new discoveries have you made about him or her?

Appendix- "[Who Else Matters?](#)"

Appendix- "[Who Else Matters? \(Adapted\)](#)"

### **Mini-Lesson 8 Target: Collecting IV: The Importance of a Quote**

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Biographers often use quotations from their subjects or from important people in their subjects' lives to show their impact on society and relevance to readers.

- Students will compile quotations from the resources they have gathered to show why their subjects are important to the world and to readers' own lives.

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.C	Use commas and quotation marks in dialogue.
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.3.6	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.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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

During independent writing time, support students by partnering them with a more proficient English language speaker. Together, using text at their reading level, they should locate and choose one or two quotes to use in

their biographies.

## **Formative Assessment Opportunities**

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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 people from your research have said powerful things about your subject?

What are some powerful words that your subject said that have stuck in your mind?

Appendix- "[The Importance of a Quote](#)"

## **Mini-Lesson 9 Target: Drafting I: Introducing My Subject**

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Biographers create engaging leads that capture readers' attention and express their feelings or beliefs about their subjects.

- Students will create leads for their biographies that hold their readers' attention and state their opinions about their subjects.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.5	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.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.3.1	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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

Meet with a small group of students to compose a shared text about a known subject using opening techniques. Ask students to choose which openings they want to try together. Then think aloud, provide examples and language that use the chosen techniques, and record them on chart paper.

You can also encourage students to return to their list of attributes and pick one that describes his or her subject.

## **Formative Assessment Opportunities**

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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

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

Meet with a small group of students to compose a shared text about a known subject using opening techniques. Ask students to choose which openings they want to try together. Then think aloud, provide examples and language that use the chosen techniques, and record them on chart paper.

You can also encourage students to return to their list of attributes and pick one that describes his or her

subject.

## **Mini-Lesson 10 Target: Drafting II: The Body**

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Biographies are organized in chronological order, making them easy to follow.

- Students will write the body paragraphs of their biographies using a chronological structure.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.6	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.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect

opinion and reasons.

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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After the lesson, meet with your English language learners and use the outline to continue working on your shared piece. You can also confer with students to guide them in highlighting the body paragraphs of their biographies. Use different colors for each part.

## **Formative Assessment Opportunities**

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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 of your subject's accomplishments and struggles do you need to share with your readers?

What supporting details do you need to support those points?

Will these events be meaningful to your readers? Why?

Appendix- [The Body of My Biography – Outline](#)

### **Mini-Lesson 11 Target: Drafting III: Ending Your Biography**

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Every biography ends differently, depending on the reason behind the writer's choice of his or her subject.

- Students will consider various ways to conclude their biographies.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.6	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.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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.7	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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.

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## Accommodations & Modifications



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

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

After the lesson, you might continue working on your shared writing piece and create possible endings together.

## **Formative Assessment Opportunities**

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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 the most important thing for your readers to know about your subject as they read the ending of your piece?

Why do you think it's important for others to know about your subject? What are you trying to teach your readers?

## **Mini-Lesson 12 Target: Revising I: Linking It All**

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Biographers revise their work to make sure that the ideas in their drafts connect to one another from beginning to end.

- Students will revise their drafts to ensure that they are using appropriate words to link opinions, reasons, and facts.

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.3.2.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.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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Use the "Engage" part of the lesson to guide English language learners in using the appropriate transition words.

As you confer with students during independent writing, highlight the most useful transition words on the Appendix "Transition Words and Phrases" to narrow the choices students can choose from.

## **Formative Assessment Opportunities**

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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 opinions are you trying to convey to your readers? What events show that?

Which linking words have you used?

What examples support your ideas or opinions?

Listen to me as I read your piece out loud. Do your ideas flow smoothly from beginning to end?

## **Mini-Lesson 13 Target: Revising II: Dates and Details**

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Biographers revise their work to include details and dates to help readers learn more about their subjects.

- Students will revise their work to include additional details and dates.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.C	Use commas and quotation marks in dialogue.
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.3.5	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.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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.4	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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

After the lesson, have students create a basic time line to help determine important dates to add to their writing. Distribute copies of the Appendix "Time Line." Students can add this time line to their published biography.

## **Formative Assessment Opportunities**

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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 paragraph needs a date or some details? Where will you get this information?

What are the most important dates we should know from your subject's life? Why?

What details and dates did you find in your collected materials or Writer's Notebook that you can add to your draft?

Appendix-"[Dates and Details](#)"

Appendix-"[Time Line](#)"

## **Mini-Lesson 13 Target: Revising III: Do I Have It All?**

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A revision checklist is a helpful tool for writers to use before they edit and publish their writing.

- Students will use a revision checklist to make certain their pieces contain techniques taught throughout the unit.

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.B	Use commas in addresses.
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.3.6	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.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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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.3.2	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**

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If possible, use one of your English language learners' drafts to model using the revision checklist. You might want to ask the student if he or she is comfortable with this first. The vocabulary on the checklist should be reviewed with students during the mini-lesson: quote, influence, challenges, struggles, accomplishments. If you are keeping a chart of instructional vocabulary, point out these words and discuss them.

Encourage your students to add an illustration to their biographies.

## **Formative Assessment Opportunities**

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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 are you checking for? How will you know if you have included it?

Can you use the checklist to show me where you added something to your draft that wasn't there before?

Appendix- "[My Biography Revision Checklis](#)"

## **Mini-Lesson 14 Target: Editing I: Proofread Like a Biographer**

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Biographers proofread in a special way. Like other writers, they check for capitalization and punctuation mistakes, but they also look specifically for any errors they may have made with biographical information, such as dates, names, and places.

- Students will proofread their writing like biographers do.

	their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.6	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.A	Explicitly draw on previously read text or material and other information known about the



	topic to explore ideas under discussion.
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.3.2	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**

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Have students focus on conventions they have been taught previously. Allow them to highlight words and phrases they think might be misspelled or grammatically incorrect. They should work with a partner and/or the teacher to correct their mistakes.

### **Formative Assessment Opportunities**

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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**

Did you review each item on the checklist as you reread each paragraph of your biography?

Did you notice anything else that needed to be "cleaned up" as you proofread your draft?

ELL/ELD SUPPORTS

Appendix- "[Biography Editing Checklist](#)"

### **Mini-Lesson 15 Target: Editing II: Checking Professional and Social Titles**

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Often biographers find they will write about people who have professional or social titles, and they know they need to abbreviate these and use them correctly.

- Students will work on their drafts to check for correct usage of titles.

LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
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.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.3.6	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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.3.2	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**

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Make sure students understand the meaning of each social or professional title when you present this lesson.

## **Formative Assessment Opportunities**

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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 titles do you use for the people or person in your biography? Please show me where you use the title, and tell me about why you chose to use a title.

What did this editing work make you think about also checking (abbreviations of states, countries, streets, etc.)? Did you abbreviate other things in your biography?

## **Mini-Lesson 16 Target: Publishing: Cover Me!**

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Biographers create a cover that includes a title that often tells the subject's name, as well as additional information underneath. They also include an illustration, which reveals something about the subject, as well.

- Students will consider how to create titles and covers for their biographies.

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.3.1.1	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.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.3.5	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.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.3.1	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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.5	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.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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**

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Try to display a variety of cover examples.

After the lesson, work with struggling learners in a small group to help them brainstorm and reflect to help them narrow down their choices/ideas for the cover/title.

## **Formative Assessment Opportunities**

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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**

Why is your subject so important?

What attributes might entice readers to want to read more about your subject?

Please show me the titles you've considered and why they are possibilities. Which one do you like best?

What colors will you use on your cover to show the attributes of your subject?

What expression will you draw on your subject's face to give readers a clue as to his or her personality?

Appendix- ["What Will My Cover Be?"](#)

## **Student Self-Reflection**

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At the end of a writing project, students will spend time reflecting on their work, the process, and the product.

Appendix- [My Life As a Biographer](#)

## **Summative Assessment**

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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**

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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**

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

## **Unit Resources**

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[A Picture Book of Cesar Chavez by David A. Adler and Michael S. Adler](#)  
[Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh](#)  
[Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter](#)  
[The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull](#)  
[Mother to Tigers by George Ella Lyon](#)  
[Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote by Tanya Lee Stone](#)  
[Manfish: A Story of Jacques Cousteau by Jennifer Berne](#)  
[Lou Gehrig: The Luckiest Man by David A. Adler](#)  
[If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold](#)  
[The Watcher: Jane Goodall's Life with the Chimps by Jeanette Winter](#)

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

BrainPop Jr. videos:

Biography

Dr. Seuss

Cynthia Rylant

Jon Scieszka

## **Interdisciplinary Connections**

[Schoolwide Running List of Independent Titles - Skill/Strategy Based](#)

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