

Fundamentals - Writing NonFiction

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

Unit Overview

Nonfiction is the genre that will dominate most students' educational and vocational lives. Therefore, understanding the purposes and possibilities of nonfiction writing will motivate students to read and write informational texts. Literary nonfiction provides third graders with the experiences necessary to begin to blend writing craft with facts and to subsequently produce texts that are both engaging and informative.

The mentor texts in this unit will serve as inspiration for how each of your students will craft a writer's life within and outside your classroom. The books in this unit, which are introduced during the immersion phase and are then returned to for specific mini-lessons, will allow students to examine informational text structures and features that in turn they will use to craft their own informational, nonfiction texts. This unit will demonstrate how nonfiction writers think, how they research topics, and how they convey ideas and information clearly.

Through reading and writing nonfiction, students will come to understand the kinds of texts nonfiction writers create and decisions nonfiction writers make about content, structure, language, and visuals. Your students will discover that writing informative texts begins with educating yourself and ends with educating others.

Transfer

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

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

- Identify common nonfiction features and their purposes;
- Read nonfiction texts and contemplate the author's process and type of research that went into creating a published piece;
- Utilize various nonfiction text structures when reading and writing;
- Explore different nonfiction topics through reading, asking questions, and having collaborative discussions;
- Select and focus on a nonfiction topic to examine and develop;
- Develop a topic with facts, definitions, and concrete details;
- Include formatting and illustrations that organize and relate to the topic;
- Introduce a topic clearly and group related information into paragraphs or sections, using linking words and phrases;
- Provide a concluding sentence or section that relates to the information presented and is modeled after a mentor text;
- Strengthen their writing as needed by planning, revising, and editing;
- Use technology to research and publish their writing; and
- Publish a nonfiction piece of writing in which the development and organization are appropriate to the

writer's purpose and audience.

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

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

Meaning

Understandings

Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

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

Read like writers and try to write every day.

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

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

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

Understand how to organize and apply the writing process in order to formulate a non-fiction 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

Students will keep considering...

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

- What topic does the text examine? Are there subtopics?
- Is there a specific angle the author takes on the topic? Does the topic have a tight focus, or is it broad?
- What structure(s) does the author use to organize the text? For example, is there an overarching question with answers, an all-about or list structure, a how-to or narrative procedure structure, or a narrative or story structure?
- What features does the author use to organize the information so it is easier to read and understand? For example, is there an introduction page, a Table of Contents, headings, captions, sections, paragraphs, labels, and/or an Index?
- Does the author use literary language to engage readers and create an image of the topic? For example, are there descriptive or sensory details and precise, concrete words?
- Does the author use visuals to enhance the text? For example, are there photographs, diagrams, maps, charts, and/or detailed illustrations?
- Does the author's voice or personality come through? Note how some authors use an authoritative voice, text with many facts, and domain-specific vocabulary. Some use humor, text with anecdotes, facts and opinions, and/or humorous illustrations.
- How does the author end the text? Are there extra features or pages to read and explore?

Application of Knowledge and Skill

Students will know...

Students will know...

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

understand why writers write non-fiction

identify the non-fiction genre by features and structures

determine self awareness

utilize steps of the writing process

Students will be skilled at...

Students will be skilled at...

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

Purpose/Meaning

Text and Genre Features/Structure

Meta-cognition

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.

“About the Author” section	cycle	genre	passion(ate)	
academic	data	Glossary	personal	
access	Dedication	goal	connection	
accomplish(es)	definitions	guide	personal narrative	
accurate	delete	habits	personal touches	
achieve	describing words	hand in hand	perspective	
Acknowledgements	description(s)	headings	photographs	
action	descriptive	hobbies	phrase(s)	storytelling
additional	details	ideas	pique	strategies
adjectives	diagram(s)	illustrate/illustration	plan	stretching out
all-about book	“Did You Know?”	image(s)	poetic language	structure(d)
announce	page	imagination	point of view	styles
appeal	diverse	in common	powerful	subheadings
appearance	drafting	Index	premise	subject(s)
appreciate	editing	indicate	print sources	subtopics
aspects	educate	inform(s)	process	support
assess	effect	information	pronounce(d)	syllables
audience	ellipses	informative	prove	Table of Contents
author	emphasize	inspiration(s)	publish	t-chart
authoritative	encyclopedia	inspire(d)	purpose(s)	technique(s)
basic	engage/engaging	instruct	qualities	terms
beneficial	enriches	interesting	questionnaire	text features
brainstorm(ing)	entails	interests	rarely	tone
captivates/captivating	entertain(ing)	introduce	realistic	tools
category	entry	introduction	recall	topic(s)
categorize	envision	italicized	recaps	typical
challenge/challenging	errors	jot	record	unique
chart	event(s)	journey structure	reference	variety
checklist	examines	knowledge	reflect	verbs
circular story	experiences	labeled/labels	relate(d)	visual
clear	expert(s)	language	reread(ing)	information
collecting	explain	lesson	research	vivid
communicate	explanations	linking words	resources	vocabulary
compare	explanatory	list book structure	reveals	voice
comparisons	explore	literary device	revising	wonder(ings)
components	extend	literary nonfiction	riddle	word map
concluding	fact-based	main idea	scanning	word solvers
statement/ section	factual	mental picture	section(s)	writer’s life
conjure up	fascinated/fascinating	mentor	self-assessment	writing process
connect(ed)	feature	mimics	sensory details	zoom in
consulted	feedback	misspelled	sequence	
content headings	fiction	narrative	setting	
content specific	field	nonfiction	sketch	
convey	firsthand	observation	sound words	
craft(ed)	five senses	observed/observing	sources	
creativity	flow	opinions	special terms	
credits	focus(ed)	order	specific	
curious/curiosity	font	organize(d)	spelling pattern	
currently	formal	organizer		

general
generating

paragraphs

Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text Are You a
Snail?

Tier 2 damp
dribble
pattern
rough
silvery
slimy/slime

Tier 3 garden snail
gastropods
Giant African snail
gravel
hatch
humans
slug
stalks
swamp
thrushes

Mentor Text

Armored Dinosaurs:
Stegosaurus and
Ankylosaurus

“The
Dinosaur
Age”

“Scutellosaurus”

“Scelidosaurus”

“Tuojiangosaurus”

“Stegosaurus”

“Kentrosaurus”

Tier 2 appeared ruled evolved profile skull studded claws jaw stout browsed juveniles predators snout spikes damage inflict reconstruction regulate upright compete fossils habitat skeleton vegetation

Tier 3 marine reptiles Mesozoic Era meteorite paleontologist Ankylosaurus osteoderms plates Scutellosaurus Scelidosaurus scutes Late Jurassic Tuojiangosaurus herbivore Ornitholestes Stegosaurus thagomizer theropod Giraffatitan Kentrosaurus Late Jurassic specimens

sts
pterosaurs
spikes
Stegosaurus
thyreophorans

Mentor Text

Armored Dinosaurs: “Sauropelta” “Edmontonia” “Euoplocephalus” “Ankylosaurus”
Stegosaurus and “Minmi”
Ankylosaurs

Tier 2
discourage defensive
encountered essential
landmark fearsome
sprinting shielded
forked
males
mates
pyramid-shaped hitching a ride
rivals vulnerable
status
widespread
amplifying
bulge

Tier 3
Ankylosaur
Minmi
paravertebrae
undergrowth
Early Cretaceous
nodosaur
osteoderms
Sauropelta
vertebrae
Edmontonia
herbivorous
theropod
Euoplocephalus
herd
Ankylosaurus
fused bone
Tyrannosaurus

Mentor Text

Bat Loves the Night
Bats! Strange and Wonderful
The Beetle Alphabet Book

Tier 2
beams
clings
crowd
dives
dozes
dusty
echoes
effort
fluttering
gliding
hedge
huddle
plunges
scoops
slithers
support
swoops
accidentally
admire
advocates
allies
appears
appreciate
athletic
attract
avoid
beneficial
calm
clutches
design
detect
disease
distance
dodge
behave
blends in
bore
camouflaged
celebrate
creature
decaying
discovered
diverse
environment
harmless
netting
overlap
pests
polite
protected
recognize

tangled
twitch
unfurls

dusk
echoes
efforts
emit
encourage
enthusiastic
essential
factors
fascinating
fluttering
fortunate
gentle
high-pitched
hollow
huddle
identifying
inexpensive
injured
intelligent
locate
location
masters
populations
pounces
produce
public
refuge
remarkably
reproduce
ripples
shelter
skims
snag
strands
survival
tropics
twilight
up-to-date
value
well-being
worldwide
zeroes in

ridged
sections
unique
wipe out

Tier 3

batlings
coat-hanger feet
echolocation
finger bones
gnats

Africa
Asia
attic
Australia
baobab

abdomen
Africa
African Goliath Beetle
antennae
antlers

moon-dust	Bat Conservation International	Asparagus Beetle
mosquitoes	Bracken Cave	ball-at-the-end type
moth	bumblebee bat	bead type
nocturnal	cactus	bloodsuckers
pearly scales	California leaf-nosed bat	Boll Weevil
pipistrelle bat	centipede	Bombardier Beetle
pixie	Central America	Bronze Metallic Beetle
rafter	century	Carrot Beetle
roost	Chapin's free-tailed bat	Cello Beetle
sound picture	colony	coleopterists
species	disease-carrying	cucaracha/cockroach
suckles	echolocation	Cucumber Beetle
thistledown	false vampire bat	Death-Watch Beetle
torch of sound	fishing bat	Drug Store Beetle
velvet scrap	Flying Foxes	Dung Beetle
	frog-eating bat	Elephant Stag Beetle
	Gambian epauletted bat	elytra
	Gothic bat	Engraver Beetle
	gray bat	entomologists
	greater bulldog bat	feather type
	hammerhead bat	Flour Beetle
	hibernation	Flower Beetle
	Honduran white bat	fore/mid gut
	lesser long-nosed bat	Fungus Beetle
	little brown bat	Furniture Beetle
	mammals	Giraffe Beetle
	mayflies	Gold Metallic Beetle
	megabats	Guitar Beetle
	Mexican free-tailed bat	Harlequin Beetle
	Mexican funnel-eared bat	intestine
	Mexico	Ips Beetle
	microbat	jaws
	migrate	June Bug
	mosquitoes	Kalahari Beetle
	nature centers	Kalahari Desert Leaf Beetle
	nectar	Metallic Beetles
	noctule bat	Mexican Bean Beetle
	North America	Mud-Loving Beetle
	nurses	Net-Winged Beetle
	pallid bat	Oriental Beetle
	pests	Pie Dish Beetle
	Peter's tent-making bat	pine needles
	pollen	plains
	pollinate	Platinum Metallic Beetle
	predators	ponds
	pup	Potato Beetle
	rabies	Puffball Beetle
	roost	Quartz Plain Beetle
	science museums	quartz plains
	scorpion	Rhinoceros Beetle
	South America	Rhubarb Weevil

state/national parks	saw type
Texas	scientists
Thailand	Seed Beetle
tons	Ship Timber Beetle
United States	Silver Metallic Beetle
vampire bat	Snail-Eating Beetle
Wahlberg's epauletted fruit bat snout	
wrinkle-faced bat	species
	spongers
	streams
	string quartet
	thorax
	thread type
	Tiger Beetle
	U.S. Navy Seals
	Underwater Beetle
	Viola Beetle
	Violin Beetle
	Whirligigs
	Xyloryctes jamaicensis
	Yellow Tortoise Beetle
	Zinc Metallic Beetles

Learning Goal 1

Students will make connections to identify why we write non-fiction and why this genre is important.

IRA 1 Target: Nonfiction Writers Write What Is Real!

Preview all the new books to get students excited about what they will read and learn and introduce them to some of the distinguishing characteristics of nonfiction writing.

- Students will listen to *Are You a Snail?* by Judith Allen to explore how one author examines her subject deeply.

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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.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.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).

Accommodations & Modifications

During the "Before the Read" part of the lesson, after students have perused the mentor texts and you have identified them as nonfiction, find out students' prior knowledge pertaining to nonfiction to help gauge their familiarity with this genre. Use a graphic organizer or a word splash (write words that students associate with "nonfiction" on the board in a neat but scattered manner, filling the board) to brainstorm terms related to nonfiction.

After the read-aloud, when making the class chart "Features of Nonfiction," include the following columns: "Name of Feature," "What It Is or Does," and "What It Looks Like (Example)." This chart will then give the feature, along with its purpose, and an example from the text that will enhance students' comprehension of the nonfiction text features throughout the unit of study. Have students discuss with a partner and/or chart as a class some subjects they might consider themselves experts on. During independent writing time, have students make a list of several nonfiction topics of interest, choose one of the nonfiction topics they shared, and list facts about it in their Writers' Notebooks. Have them put a star by any facts they are not sure of in case they want to look up and learn more about these facts.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

IRA 2 Target: Illustrations That Inform

Read Red-Eyed Tree Frog and selections from The Beetle Alphabet Book to examine with students how visuals such as photographs, realistic drawings, and diagrams help convey ideas and information clearly.

- Students will explain how a variety of visual aids help readers get a deeper understanding of the topic presented.

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.3.5	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
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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).
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LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.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.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).

Accommodations & Modifications

Meet with a small group of students and access the *National Geographic for Kids* web site, which can be found at <http://kids.nationalgeographic.com/kids/>. Select the "Photos" tab and choose a photograph to use to

work collaboratively with students to practice describing and determining the benefits of photographs, realistic drawings, and diagrams that are used in nonfiction.

IRA 3 Target: Precise Language & Vocabulary

Read *How Big Were the Dinosaurs?* by Bernard Most and refer to pages of *The Beetle Alphabet Book* by Jerry Pallotta.

- Students will examine how writers use precise language and domain-specific vocabulary for the purpose of educating their audience.

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.

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.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.3.4	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.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).

Accommodations & Modifications

While reading aloud *How Big Were the Dinosaurs?* and *The Beetle Alphabet Book*, use the Appendix "Word Map" to further demonstrate how authors are using specialized vocabulary, comparisons, and interesting facts within their writing. Students can then use these maps to help them think through the vocabulary they use in their own writing. For example, with *How Big Were the Dinosaurs?*, you could map out the word "Allosaurus," sketch a lizard, note that an Allosaurus is bigger than a bulldozer to make a comparison, and note the interesting fact that the Allosaurus had hinged jaws so it could swallow huge chunks of meat. With *The Beetle Alphabet Book*, you could map out the word "whirligigs," sketch or note the synonym of a water bug, compare them to bumper cars because they bounce around with each other on the water, and note the interesting fact that whirligigs can see above the water and below the water at the same time.*

In addition, have students use a thesaurus, as needed, to find synonyms for words or other pertinent sources to obtain more content-specific information.

IRA 4 Target: Nonfiction Writers Tell Stories

Read *Tigress* by Nick Dowson to show how nonfiction writers may provide factual information using a narrative or story structure.

- Students will observe how sensory and descriptive details are used to engage readers and bring a subject to life.

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.3.5	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.4	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.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).

Accommodations & Modifications

During the read, use the chart on the Appendix "We're on the Hunt for Sensory Details!" to note student responses about the sensory details that Dowson used in *Tigress/8.

IRA 5 Target: Organizational Features of Nonfiction

Use *Armored Dinosaurs: Stegosaurus and Ankylosaurus* by Clare Hibbert as an example of a nonfiction reference text.

- Students will examine the reference function of much nonfiction writing and the features found in this type of informative text.

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.
- LA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.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.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
- LA.L.3.4.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.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).

Accommodations & Modifications

After completing the "Our Nonfiction Features Chart," further reinforce the text features of nonfiction and their functions by presenting different scenarios to check for understanding. Pass out the mentor texts and other reference nonfiction texts from your library. Then ask, for example, "I need to find the definition of a word. Show me where I would find it in your book. What is this section called?" (Answer: Glossary)

Learning Goal 2

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

Mini-Lesson 1 Target: Generating Ideas I: Nonfiction Writers Wonder About Their World

Nonfiction writers wonder about the world and use their own questions as inspiration for writing.

- Students will ask questions about topics and subjects that pique their curiosity and make them wonder.

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.3.5	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and

domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

After the "Inform" portion of the lesson, show students a real-life example of something from the world to "wonder" about (e.g., a bird's nest, an ant farm, a pine cone, a seashell, etc.). This real-life example will provide a meaningful context in which to elicit wonderings from students. List their questions while emphasizing not only the content of the question but the form (question word, helping verb, subject, main verb, the rest of the question). Refer back to students' questions during the "Engage" portion of the lesson as appropriate.

In addition, students might want to reflect on this experience when completing the "What I Wonder About" sheet during independent writing.

Mini-Lesson 2 Target: Generating Ideas II: Nonfiction Writers Write Their Passions

Nonfiction writers, like all writers, write what they know and what they love.

- Students will explore how the writers they read exhibit passion for their subjects and explore their own passions through writing.

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.3.5	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

During the "Engage" part of the lesson, be sure to involve your English language learners by providing sentence stems as a way for them to share their passions. For example:

- I really love to ___.
- My favorite thing to do is ___.

Mini-Lesson 3 Target: Generating Ideas III: Nature & Living Things

Nonfiction writers are often experts in subjects having to do with science and the natural world, having studied it formally or done extensive research.

- Students will use their knowledge and curiosity of nature and living things to generate ideas for writing.

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.3.5	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.6	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).

Accommodations & Modifications

Show students pictures or photographs of animals and plants. Look through books and photographs for the purpose of helping students think of and identify or name natural and living things that interest them.

Mini-Lesson 4 Target: Generating Ideas IV: Write What You Find Fascinating

Nonfiction writers choose topics they personally find fascinating and interesting.

- Students will identify what fascinates them as learners in order to engage in purposeful, informative

writing.

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.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

During the "Present" portion of the lesson, extend the model that you provide of your own fascination to include writing. For example, if you choose to use the stars (as shown in the lesson), model how you would write about the stars using rich details to convey your fascination with them. This modeling will help students write about their own fascinations in their Writers' Notebooks or using the Appendix during independent writing.

Mini-Lesson 5 Target: Generating Ideas V: Writing Literary Nonfiction

Literary nonfiction writers choose to convey their factual information in creative ways (e.g., by creating characters and telling stories).

- Students will recognize the narrative techniques in the literary nonfiction they read and attempt to construct their own literary nonfiction piece.

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g.,

	illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

Discuss what it means to pretend or imagine and give concrete examples students can easily relate to, such as pretending to be a princess or a pirate when you're little or pretending to be a witch on Halloween.

During a second read-aloud of *Are You a Snail?*, have students act out being the snail in a way that is consistent with the author's description of this creature in order to assist them in understanding its point of view.

During the "Engage" portion of the lesson, again have students act out being a cat to help gain the perspective of this animal. As students gesture and move, continue to ask questions to illicit responses about what it is like being a cat. Add to the class chart "Imagine you are a cat" as students act out different behaviors.

It may also be helpful for students to have the opportunity to "be" whatever animal they have chosen to write about during independent writing.

Mini-Lesson 6 Target: Selecting: Choosing an Idea to Publish

- Emulating the decision-making process of the writers they read, students will choose a topic from among those collected in their Writers' Notebooks to develop into a published piece.

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.3.4	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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).

Accommodations & Modifications

Ask for a student volunteer to help model the dialogue that is expected to take place when students share their ideas with their partners and get their feedback about their topic during the "Engage" portion of this lesson. This can be done in a "fishbowl" manner where the other students gather around you and the student to watch the interaction. Afterward, encourage students to describe what happened. Students might use this model as a reference for their own conversations that would immediately follow this activity.

Mini-Lesson 7 Target: Collecting I: A Plan for Research

Nonfiction writers rely on research to develop their topics.

- Students will examine the research done by a favorite author and begin to conduct their own research to build knowledge about their topics.

LA.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.3.2.A

Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

LA.W.3.2.B

Develop the topic with facts, definitions, and details.

LA.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LA.W.3.6

With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

LA.W.3.7

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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.

Accommodations & Modifications

Provide your English language learners with copies of the Appendix "Ways to Do Research (Adapted)," which is adapted from the Appendix "Ways to Do Research" to provide visuals for each column to help students during the "Engage" portion of the lesson.

In addition, plan on spending more time conferring with students during independent writing time. Students might need to be asked additional questions to help them think about their plans for research and to complete the Appendix "Ways to Do Research (Adapted)." For example:

- Whom can you ask who knows a lot about ___?
- Why would you ask this person?
- When could you observe ___?
- Where could you observe ___?

- What would you expect to learn by observing ___?
- What books can you use to find out about ___?

Mini-Lesson 8 Target: Collecting II: Nonfiction Writers Ask Questions

Nonfiction writers ask questions and collect answers about their topics.

- Students will investigate how authors use questions to collect information and then formulate questions of their own.

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

Accommodations & Modifications

When constructing the chart "Collecting My Thoughts" during the "Engage" portion of the lesson, include a third column titled "How I Will Find the Answers." This provides a meaningful context for students to discern their method of research and to use the vocabulary (experts, print and online resources, and observation) from the previous day's lesson and apply it to this situation.

In addition, review question words and the structure of questions (question word, helping verb, subject, main verb, rest of the question) with students when modeling the "What I Want to Know" column on the chart. Rephrase student responses as necessary, and refer to the proper word order of questions as needed.

Mini-Lesson 9 Target: Collecting III: Organizing Information Under Content Headings

Nonfiction writers use content headings to organize and present information.

- Students will recognize the utility of headings in the nonfiction they read and explore how to use headings as they organize and collect their ideas.

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information
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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.
- LA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.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.3.6	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).

Accommodations & Modifications

To further provide examples of headings, return to *Armored Dinosaurs: Stegosaurus and Ankylosaurus* during the "Present" portion of the lesson. Select a topic to examine closely. For example, use pp. 8 and 9, "Scelidosaurus." Cover up the heading and subheadings with sticky notes. Read aloud the different parts of text one section at a time, and then ask students what they think a good heading would be. Note all responses, uncover the heading, and discuss how and why they think the authors came up with that heading. Repeat this process for the remaining information on these pages.

During the "Engage" portion of the lesson, work with your English language learners to get them started on filling out their word maps.

Mini-Lesson 10 Target: Collecting IV: Nonfiction Writers Use Illustrations and Diagrams

Nonfiction writers rely on illustrations and diagrams to support their texts and convey their ideas clearly.

- Students will examine how one writer does this and begin to sketch various images or graphics that contain additional information about their topics.

LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

- LA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
- LA.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Accommodations & Modifications

Revisit diagrams from the unit readings and discuss how each author decided what to highlight and label. Then have students diagram their nonfiction topic and label its parts in their Writers' Notebooks.

Add new vocabulary words from today's mini-lesson to the "Nonfiction Words" wall display.

For additional practice with text features, refer to the Text Layout lessons "Wonder-Filled Features" and "Special Words Need Special Attention" from the grade 3 Fundamentals of Grammar and Conventions unit.

Mini-Lesson 11 Target:Collecting V: Finding a Purpose

Writers plan and envision their pieces with their purposes in mind.

- Students will examine how an author's purpose guides the structure, language, and tone of his or her writing by comparing two very different styles of nonfiction books written on the same subject.

- 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.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- LA.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- LA.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- LA.W.3.3.C Use temporal words and phrases to signal event order.
- LA.W.3.3.D Provide a sense of closure.
- LA.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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.3.6	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).

Accommodations & Modifications

While reading aloud and exploring parts of both books during the "Present" portion of the lesson, use the Appendix "Word Map Pyramid" to focus on the vocabulary pertaining to author's purpose. This will enhance students' understanding of these important terms. It may be necessary to reread parts of the text in order to complete a separate map for each of these terms: language, tone, audience, and purpose.

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

Will you write an "all-about" kind of text or focus on one part of your topic?

Will your tone be funny or more matter-of-fact?

What do you want your readers to do or feel as they read your piece?

What information will you need in order to write your draft?

Appendix - " Questions to Guide You in Finding a Purpose"

Appendix - "Word Map Pyramid"

Mini-Lesson 12 Target: Drafting I: Choosing a Text Structure

Writers often structure their works as lists or narratives, depending on what works best for their topics.

- Students will explore organizational choices made by the writers of the literature they read and make similar choices in organizing and outlining their own writings.

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.

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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).

Accommodations & Modifications

Depending on the text structure that students have chosen, using a graphic organizer might help guide their drafting process. Therefore, during the "Engage" portion of the lesson, show and model the use of the Appendix "All-About or List Structure" and the Appendix "Narrative, Journey, or Story Structure." Allow students to use copies of the graphic organizer that best parallels their choice of structure for their piece before they move onto paper.

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

Did you decide to create a journey piece or an all-about list piece for your topic?

Which of our readings today gave you ideas for how to structure your piece?

Which mentor text will you use as a model?

Appendix - "Thinking About Structure"

Appendix - "All-About or List Structure"

Appendix - "Narrative, Journey, or Story Structure"

Mini-Lesson 13 Target: Drafting II: Organizing Our Information

Writers look at previous writing they've done to decide what to incorporate into their finished product.

- Students will reread their notebook entries and information they collected on their topics as they continue to work on and organize their drafts.

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.3.7	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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).

Accommodations & Modifications

Distribute copies of the Appendix "Checking Over My Draft," which is a checklist version of the Appendix "Questions to Guide You in Completing Your Draft" (completed during the "Engage" portion of the lesson). This format might be helpful for students to use as they complete their drafts. They can refer to this checklist during the next couple of days as they finish drafting.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

What ideas did you jot on sticky notes?

What information did you rediscover by rereading your notebook? Do you need more research?

Appendix "Questions to Guide YOU in Completing Your Draft."

Appendix "Checking Over My Draft"

Mini-Lesson Target 14: Drafting III: Using Linking Words to Connect Ideas

When finalizing a draft, all writers read their pieces over to ensure sense and clarity.

- Students will reread their pieces, checking to ensure that their information and ideas are presented clearly. They will add linking words or phrases to help readers move easily from one idea to the next.

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.3.4	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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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).

Accommodations & Modifications

During the "Present" portion of the lesson, use *Are You a Snail?* to provide examples of using two

conjunctions: "but" and "and." Some examples to read aloud can be found on the following pages:

- Pages 7 and 8: "You are very, very small, but you will grow. You have two horns and two eyes on stalks. You can pull your eyes right down inside the stalks and into your head if you need to."
- Page 10: "You have no legs and only one foot, but it is a strong foot."
- Page 15: "They know how to break the shells off, and they don't mind the slime."
- Page 17: "Foxes go out at night, but you can't hide at night because you need to eat sometime."

Discuss the difference between the meanings of both of these conjunctions ("and" joins similar ideas while "but" joins the unexpected) and how a comma is inserted before the conjunction when two sentences are joined. When students reread their own drafts during independent writing, have them focus on joining sentences using the two conjunctions.

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

Did you move any sentences around today?

Did you add any linking words or phrases to connect ideas?

Did you add or delete information? Why?

Appendix - "Organization Check"

Mini-Lesson Target 15: Revising I: A Close Look at Introductions

Nonfiction writers aim to introduce their topics in clear and engaging ways.

- Students will analyze the introductions of the mentor texts so they can revise their own pieces using these effective techniques.

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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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.3.6	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).

Accommodations & Modifications

During the "Engage" portion of the lesson, work with English language learners to think through and create possible introductions. Write interactively with the students, guiding them through the creation of one introduction for each technique, using their own topics. When students are working on their own during independent writing, they can write one or two other possible introductions. Finally, they should choose the introduction they feel is most effective in hooking their audience.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

Which kind of introduction makes the most sense for your piece of writing?

When reading your introduction aloud, which one sounds the most engaging?

Appendix "Effective Introductions"

Mini-Lesson Target 16: Revising II: Revising for Strong Voice

Writers of nonfiction use different “voices” to narrate their works.

- Students will examine how the writers they read create voice and will explore how they too can present factual information in their own voices.

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.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.3.3	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.3.6	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).

Accommodations & Modifications

During the "Present" portion of the lesson, also point out to students how often (but not always) the existence of varied end mark punctuation can zoom us in to a place in the text where the author's voice is being heard. In addition to the excerpt from Pallotta's book referred to during "Present," note that exclamation points are sprinkled throughout the book to create a strong voice. Examples include the following:

- Letter G: "Wow! What a long neck!"
- Bee page: "Now buzz off, bee!"
- Letter P: "Wow! Great names, great beetles!"
- Cockroach page: "La Cucaracha! La Cucaracha!"

In addition, point out how the use of questions peppered throughout *The Beetle Alphabet Book* and *Are You a Snail?* also help readers hear the author's voice. Exclamation points are used to show strong feeling, and question marks are used to ask for information, but both can help the audience appreciate the author's voice.

When students reread their own drafts, have them look to see what kind of end mark punctuation they have used. Often this will almost exclusively consist of periods. Encourage them to revise their writing to include sentences that end with exclamation points and question marks. When they complete the Appendix, expect to see sentences in the "Voice" column that contain varied end mark punctuation.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

Which thoughts or comments come to your mind as you read your facts?

Is there anything you would like to say directly to your readers—a question or statement?

Appendix "Facts and Voice"

Mini-Lesson Target 17: Revising III: Revising for Word Choice

Good writers choose words that are active and descriptive and delete words that are not critical to the piece.

- Students will incorporate strong verbs and descriptive words as a revision strategy.

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.3.7	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.
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.3.4	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.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).

Accommodations & Modifications

As you are adding verbs to the t-chart, have students act out the words. Every time you add a new word to the list, go back and review the previous words by asking, "What is a synonym for this verb?" or "Show us ___."

In addition, when adding describing words to the t-chart, draw a little sketch next to the word to aid student comprehension and retention of each word's meaning. Go over adjectives by asking, "What is a synonym for ___?" or "Point to the word that means ___."

When students are looking over their drafts during the "Engage" portion of the lesson, guide them to locate weak verbs and nouns that could be enhanced by adjectives. Have them highlight or circle these words so they know what they need to work on during independent writing.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

What action words (verbs) did you decide to change?

Which describing words could you add to that noun to make a clearer picture for your readers?

Mini-Lesson Target 18: Revising IV: Content-Specific Vocabulary

Nonfiction writers often incorporate unique terms and content-specific vocabulary.

- Students will revise their piece to include precise, content-specific words and definitions.

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.3.7	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.
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.3.4	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.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).

Accommodations & Modifications

Have students use the Appendix "Making Sure I Sound Like an Expert" to list any content-specific words and note if the meaning has been explained. Model using this chart while reading the sample draft during the "Engage" portion of the lesson. If possible, use one of your English language learner's drafts to give additional support. This will help students clearly see where they need to revise their writing in regards to precise, content-specific words and their definitions.

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

Do you have enough facts in your piece?

How can you help your readers understand the specific terms or vocabulary words you've used?

Appendix - "Making Sure I Sound Like an Expert"

Mini-Lesson Target 19: Editing I: Inspect Your Spelling

Writers edit to ensure the clarity and accuracy of their wording.

- Students will inspect the spelling in their drafts and use alternate spelling patterns, generalizations, and syllabication strategies to ensure accuracy.

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.
- LA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.3.6 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).

Accommodations & Modifications

Look for patterns in misspellings that occur on the students' copies of the Appendix. Conduct mini-lessons directly addressing their spelling needs. English has many spelling rules and exceptions to these rules, making

it worthwhile to have conversations with students about mistakes they are making consistently.

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

What spelling words from your draft did you work with today?

Does each syllable sound correct now when you stretch out the word?

Appendix - "Have-a-Go Spelling"

Mini-Lesson 20: Editing II: Using an Editing Checklist

Writers edit all aspects of their work, rereading portions at various times to ensure accurate grammar and mechanics.

- Students will work with partners to inspect their writing for accuracy and clarity.

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.3.4	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.
- 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.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).

Accommodations & Modifications

During the "Present" portion of the lesson, model the editing process you expect your students to engage in by using your own sample draft. Refer to the Appendix and model how you can edit one sentence at a time (for many, but not all, of the categories on the list), or edit by reading through the entire draft and focusing on one category at a time. Think aloud as you demonstrate the editing process for students.

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

Use the students' checklists to guide your conferences with them.

Appendix - "Nonfiction Editing Checklist"

Mini-Lesson 21: Publishing: Adding "About the Author" Information

Writers include biographical details about themselves in their writing to personally connect with readers.

- Students will add biographical notes to their writing to further identify themselves as nonfiction authors.

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.
- LA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.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.3.4	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).

Accommodations & Modifications

Before students work with partners, ensure that they understand the following words: interests, hobbies, personal details, inspirations, and experiences. Discuss and brainstorm these words using organizers like those found on the Appendix "Bubble Maps."

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

What details about yourself did you decide to include?

Where in your piece will you put your "About the Author" information?

Mini-Lesson 22: Student Self-Reflection

All writers engage in self-reflection to learn and grow as writers.

- Students will reflect on and self-assess their learning by completing a self-assessment questionnaire.

Accommodations & Modifications

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

Formative Assessment Opportunities

active listening/students' oral responses in discussion

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

student entries in Writer's Notebook

Conference Questions

How did you feel about your nonfiction piece? What are you most proud of?

What part of the writing process was the most interesting? What was the most difficult?

Appendix "Reflecting on My Work"

Summative Assessment

student's final writing piece

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

teacher notes on checklist

student conference responses

21st Century Life and Careers

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

CAEP.9.2.4.A.4

Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations/Modifications

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

Unit Resources

[Are You a Snail? by Judy Allen](#)

[Red-Eyed Tree Frog by Joy Cowley](#)

[The Beetle Alphabet Book by Jerry Pallotta](#)

[How Big Were the Dinosaurs? by Bernard Most](#)

[Tigress by Nick Dowson](#)

[Dinosaur \(OUT OF PRINT\) by Sarah Walker and Samantha Gray](#)

[Armored Dinosaurs: Stegosaurus and Ankylosaurus by Clare Hibbert](#)

[The Honey Makers by Gail Gibbons](#)

[Into the Sea by Brenda Z. Guiberson](#)

[Bat Loves the Night by Nicola Davies](#)

[Bats! Strange and Wonderful by Laurence Pringle](#)

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

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

Interdisciplinary Connections
