3rd Grade Writing Trimester 3

Content Area: **ELA**
Course(s): **ELA Grade 3**
Time Period: **MP3**
Length: **60**
Status: **Published**

NJSLS ELA

L.WF	Foundational Skills: Writing Language
	Spelling
L.WF.3.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.3.2.A	Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
L.WF.3.2.B	Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
L.WF.3.2.C	Identify language of word origin, as noted in dictionaries.
L.WF.3.2.D	Spell singular and plural possessives (teacher's; teachers').
L.WF.3.2.E	Change y to i (cried) in words with suffixes, when required.
L.WF.3.2.F	Spell regular two- and three-syllable words that:
L.WF.3.2.F.i	Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
L.WF.3.2.F.ii	Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
L.WF.3.2.G	Spell common words in English, including regular and irregular forms.
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.WF.3.3.A	Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
L.WF.3.3.B	Capitalize appropriate words in titles.
L.WF.3.3.C	Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
L.WF.3.3.D	Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
L.WF.3.3.E	Use appropriate pronouns with clear referents.
L.WF.3.3.F	Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
L.WF.3.3.G	Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
L.WF.3.3.H	Paraphrase a main idea or event in order to vary sentence structure and word use.
L.WF.3.3.I	Organize ideas into paragraphs with main ideas and supporting details.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

L.KL.3.1.B	Choose words and phrases for effect.
L.KL.3.1.C	Recognize and observe differences between the conventions of spoken and written English.
L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.VL.3.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.VL.3.2.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).
L.VL.3.2.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.VL.3.2.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.VI.3.3	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.3.3.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.VI.3.3.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.3.3.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
W	Writing
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
W.AW.3.1.A	Introduce an opinion clearly.
W.AW.3.1.B	Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
W.AW.3.1.D	Provide a conclusion related to the opinion presented.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.3.2.A	Introduce a topic clearly.
W.IW.3.2.B	Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
W.IW.3.2.C	Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
W.IW.3.2.D	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
W.IW.3.2.E	Provide a conclusion related to the information or explanation presented.
W.NW.3.3	Write narratives to develop real or imagined experiences or events with basic story elements.
W.NW.3.3.A	Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
W.NW.3.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.3.3.C	Use transitional words and phrases to manage the sequence of events.
W.NW.3.3.D	Use concrete words and phrases and sensory details to convey experiences and events.
W.NW.3.3.E	Provide a conclusion or sense of closure that follows the narrated experiences or events.
W.WP.3.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.3.4.A	Identify audience, purpose, and intended length of composition before writing.
W.WP.3.4.B	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.3.4.C	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
W.WR.3.5	Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
W.RW.3.7	Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Rationale and Transfer Goals

Rationale:
This unit is designed to prepare 3rd grade students for the writing tasks they will encounter on the NJSLA ELA assessment. By focusing on the specific task types (Literary Analysis, Research Simulation, and Narrative Writing) and building key writing skills, students will develop the abilities needed to succeed on the assessment and in their future academic writing. The unit incorporates regular timed writing practice to build stamina while also allowing time for instruction, peer review, and revision. This comprehensive approach aims to boost students' confidence and competence in analytical and creative writing.

Transfer Goals:
By the end of this unit, students will be able to:

1. Analyze literary and informational texts critically, identifying key elements such as theme, main idea, and author's purpose.
2. Synthesize information from multiple sources to develop and support ideas in writing.
3. Craft well-structured essays that include clear thesis statements, relevant evidence, and logical organization.
4. Write engaging narratives that incorporate effective techniques such as descriptive details, dialogue, and clear event sequences.
5. Revise and edit their writing to improve clarity, coherence, and adherence to grade-level grammar and conventions.
6. Manage time effectively when responding to timed writing prompts.
7. Apply strategies for close reading and text analysis across various genres and subjects.
8. Use specific textual evidence to support claims and inferences in their writing.
9. Demonstrate understanding of grade-level vocabulary and use context clues to determine word meanings.

10. Reflect on their writing process and set goals for continued improvement.

These transfer goals are designed to not only prepare students for success on the NJSLA assessment but also to develop skills that will benefit them in their ongoing academic and personal writing endeavors

Enduring Understandings

1. Writing effectively requires close reading, analyzing, and synthesizing ideas from texts.
2. Students need to develop skills in reading comprehension, writing, and language use to succeed on the NJSLA-ELA assessment.
3. The NJSLA-ELA focuses on reading complex texts independently and writing effectively when using and analyzing sources.
4. Students should be able to write for different purposes, including literary analysis, research simulation, and narrative writing.
5. Effective writing involves planning, revising, editing, and rewriting.
6. Students need to be able to cite evidence from texts to support their analysis, reflection, and research.
7. Writing skills should be developed and practiced over extended time frames as well as shorter time frames.
8. Students should be able to produce clear and coherent writing appropriate to task, purpose, and audience.
9. Developing strong foundational skills in reading and writing is critical for success in ELA.
10. Students need practice with different types of writing tasks and question formats to prepare for the assessment.

These enduring understandings emphasize the importance of developing strong reading and writing skills, analyzing texts, citing evidence, and writing for various purposes - all key components of preparing 3rd grade students for the NJSLA-ELA assessment.

Essential Questions

1. How can we effectively analyze and respond to different types of writing prompts?
2. What strategies can we use to organize our thoughts and plan our writing within a limited time frame?
3. How do we identify and use relevant evidence from texts to support our ideas in writing?
4. What techniques can we use to develop clear and coherent writing for different purposes (literary analysis, research, narrative)?
5. How can we effectively revise and edit our writing to improve clarity and coherence?
6. What are the key elements of a strong literary analysis, research simulation, and

narrative writing piece?
7. How do we synthesize information from multiple sources to develop and support our ideas in writing?
8. What strategies can we use to manage our time effectively during timed writing tasks?
9. How can we apply our knowledge of grammar, spelling, and punctuation to enhance the quality of our writing?
10. What techniques can we use to craft engaging introductions and conclusions in our writing?
11. How do we determine the main idea and important details in both literary and informational texts?
12. How can we effectively use transition words and phrases to improve the flow of our writing?

These Essential Questions address key aspects of writing preparation for the NJSLA ELA assessment, including analysis, organization, evidence use, time management, and writing for different purposes. They align with the skills and task types emphasized in the NJSLA-ELA Companion Guide and the unit plan structure provided.

Content & Activities

Week	Suggested Lessons	Additional Components
Week 1 NJSLA Introduction and Foundations	Objectives: • Familiarize students with NJSLA ELA writing tasks and expectations • Review key writing skills (organization, elaboration, conventions) Activities: • Introduce NJSLA writing task types (Literary Analysis, Research Simulation, Narrative Writing) • Analyze sample prompts and	• Use graphic organizers for planning • Practice time management strategies • Provide targeted mini-lessons on grammar and conventions • Incorporate engaging prompts and collaborative activities • Regular vocabulary enrichment related to writing and

	student responses • Practice timed writing with simple prompts • Review paragraph structure and transitions • Mini-lessons on topic sentences and concluding sentences	literary terms • Weekly reflection journals on writing progress • Creation of personal writing toolkits (checklists, word banks, etc.) • Integration of digital tools for writing and editing when possible • Celebration of student writing through class anthology or presentation
Week 2 NJSLA Literary Analysis Task Focus	Objectives: • Develop skills for analyzing literary texts • Practice writing literary analysis essays Activities: • Read and analyze short stories or passages • Identify literary elements (characters, setting, plot, theme) • Practice writing	• Use graphic organizers for planning • Practice time management strategies • Provide targeted mini-lessons on grammar and conventions • Incorporate engaging prompts and collaborative activities • Regular vocabulary enrichment

	thesis statements • Write timed literary analysis responses • Peer review and revision • Mini-lessons on text evidence and elaboration	related to writing and literary terms • Weekly reflection journals on writing progress • Creation of personal writing toolkits (checklists, word banks, etc.) • Integration of digital tools for writing and editing when possible
Week 3 NJSLA Research Simulation Task Focus	Objectives: • Build research and informational writing skills • Practice synthesizing information from multiple sources Activities: • Analyze sample research simulation tasks • Practice note-taking from texts and videos • Identify main ideas and supporting details • Write informational essays using	• Use graphic organizers for planning • Practice time management strategies • Provide targeted mini-lessons on grammar and conventions • Incorporate engaging prompts and collaborative activities • Regular vocabulary enrichment related to writing and literary terms

	multiple sources • Focus on citing evidence from texts • Mini-lessons on comparing and contrasting information	• Weekly reflection journals on writing progress • Creation of personal writing toolkits (checklists, word banks, etc.) • Integration of digital tools for writing and editing when possible
Week 4 NJSLA Narrative Writing Focus	Objectives: • Develop narrative writing techniques • Enhance creative writing skills Activities: • Analyze narrative writing prompts and examples • Practice narrative techniques (dialogue, description, pacing) • Timed narrative writing tasks • Storyboarding and planning narratives • Mini-lessons on sensory details and showing vs.	• Use graphic organizers for planning • Practice time management strategies • Provide targeted mini-lessons on grammar and conventions • Incorporate engaging prompts and collaborative activities • Regular vocabulary enrichment related to writing and literary terms • Weekly reflection journals on writing

	telling	progress • Creation of personal writing toolkits (checklists, word banks, etc.) • Integration of digital tools for writing and editing when possible
Week 5 NJSLA Review, Integration, and Final Prep	Objectives: • Review and reinforce all writing skills • Build confidence and stamina for the assessment Activities: • Full-length practice tests with all task types • Review scoring rubrics and self-assessment • Targeted practice on areas of weakness • Timed writing sprints for each task type • Final Q&A session on test strategies	• Use graphic organizers for planning • Practice time management strategies • Provide targeted mini-lessons on grammar and conventions • Incorporate engaging prompts and collaborative activities • Regular vocabulary enrichment related to writing and literary terms • Weekly reflection journals on writing progress • Creation of personal

		writing toolkits (checklists, word banks, etc.) • Integration of digital tools for writing and editing when possible

Assessments

1. Pre-assessment:
    - Administer a practice NJSLA-ELA writing task (Literary Analysis, Research Simulation, or Narrative) to gauge students' initial skills.
2. Formative assessments:
    - Weekly timed writing exercises for each task type (Literary Analysis, Research Simulation, Narrative)
    - Short quizzes on key writing skills (e.g. citing evidence, organizing ideas)
    - Exit tickets to check understanding of daily lessons
    - Peer and self-evaluations using NJSLA rubrics
3. Performance tasks:
    - Complete practice NJSLA-ELA tasks for each writing type
    - Create a portfolio of revised writing pieces across all three task types
4. Summative assessments:
    - Full-length NJSLA-ELA practice test at the end of Week 4
    - Final timed writing task for each type (Literary Analysis, Research Simulation, Narrative) in Week 5
5. Ongoing assessments:
    - Writing conferences to provide individualized feedback
    - Rubric-based evaluations of student writing samples
    - Tracking of student progress on specific writing skills using checklists
6. Technology-enhanced assessments:
    - Online practice tests using NJSLA-released items and formats
    - Self-grading Google Forms for grammar and conventions practice

Spiraling for Mastery

1. Introduce key skills gradually: Rather than covering all writing skills at once, introduce them progressively over the 5 weeks, revisiting and building upon previously taught concepts.
2. Interleave practice: Mix practice of different writing tasks (Literary Analysis,

Research Simulation, Narrative) throughout the unit rather than focusing on one type at a time. This allows for spaced repetition.
3. Scaffold complexity: Start with simpler writing prompts and texts, gradually increasing difficulty as students build skills and confidence.
4. Provide multiple exposures: Revisit key writing strategies and skills multiple times across the 5 weeks in different contexts and applications.
5. Use formative assessments: Regularly assess student understanding to identify areas needing additional practice or instruction.
6. Incorporate targeted mini-lessons: Based on assessment results, provide focused instruction on specific skills as needed.
7. Integrate skills across tasks: Show how skills learned for one writing task type can apply to others (e.g., using text evidence in both Literary Analysis and Research Simulation tasks).
8. Build in reflection: Have students regularly reflect on their progress and set goals for improvement.
9. Use mentor texts: Analyze high-quality writing samples throughout the unit to reinforce skills and strategies.
10. Provide varied practice: Offer a mix of timed writing, extended writing projects, and skill-specific exercises to address different aspects of writing proficiency.
11. Spiral foundational skills: Regularly revisit and practice fundamental writing skills like grammar, sentence structure, and vocabulary use across all writing tasks.
12. Connect to reading: Integrate reading comprehension strategies that support writing, revisiting these connections throughout the unit.

By incorporating these spiraling techniques, you can help students build mastery of key writing skills over time, rather than expecting immediate mastery after a single exposure. This approach aligns with cognitive learning theories and can lead to better long-term retention and application of writing skills.

Career Awareness, Exploration, Preparation, and Training

CAEP.9.2.4.A	Career Awareness
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
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.

Life Literacies & Key Skills

SL	Speaking and Listening
SL.PE.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.
SL.PE.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.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).
SL.PE.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
SL.II.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.
SL.ES.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.PI.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.
SL.UM.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.
SL.AS.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

3-PS2	Motion and Stability: Forces and Interactions
6.1	U.S. History: America in the World
3-LS1	From Molecules to Organisms: Structures and Processes
3-LS2	Ecosystems: Interactions, Energy, and Dynamics
3-LS3	Heredity: Inheritance and Variation of Traits
3-LS4	Biological Evolution: Unity and Diversity
6.3	Active Citizenship in the 21st Century
3-ESS2	Earth's Systems
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3-ESS3	Earth and Human Activity
VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.3.5	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.