Yearlong - The Writing Revolution - Grade 3

Content Area: **English**
Course(s):
Time Period: **September**
Length: **All Year Across the curriculum**
Status: **Published**

Unit Overview

The methodology rests on explicit, carefully sequenced instruction, building from sentences to compositions. The Hochman Method is not a separate writing curriculum but rather an approach designed to be adapted to and embedded in the content being taught in any subject area and at any grade level.

Enduring Understandings

1. Students need explicit instruction in writing, beginning in the early elementary grades.

2. Sentences are the building blocks of all writing.

3. When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.

4. The content of the curriculum drives the rigor of the writing activities.

5. Grammar is best taught in the context of student writing.

6. The two most important phases of the writing process are planning and revising.

Essential Questions

What are the four types of sentences?

What is sentence expansion and using question words (who, what, when, where, why, and how)?

Why use sentence activities (Fragments, Scrambled Sentences, and Run-ons) to teach grammar and conventions?

What are compound and complex sentences and why do we combine simple sentences?

How should a paragraph be structured - using an SPO?

What are text structures and why are they important?

Instructional Strategies & Learning Activities

Sample Pacing Guides: Grades 3

This is a sample pacing guide for a school first implementing TWR in grade 3. As students advance through the pacing guide, previous activities should be practiced recursively. Individual classes may move through the guide at a different pace based on the frequency and fidelity of use, and student readiness. Activities should be differentiated as needed.

Pacing Guides are based on the following end-of-year goals:

Grade Level	End-of-Year Goals
3	• Students are proficient in the sentence-level strategies • Students can write notes in key words, phrases, symbols and abbreviations, and convert those notes into sentences (and vice versa) • Students can plan a single paragraph independently using the SPO, and convert the SPO into a paragraph o Paragraphs are coherent, contain transitions and complex sentences • Students can use 2 tools to summarize: Sentence Summary, SPO • Students can apply the sentence strategies to revise their work (based on teacher's explicit feedback)

Sample Pacing: Grades 3

SEMESTER ONE (Grade 3)			
Month 1 – Mid-Month 2	Mid-Month 2 – Mid-Month 3	Mid-Month 3– Month 4	Month 5
Sentence Activities	Practice sentence and note-taking activities	Practice sentence and note-taking activities	Practice sentence, note-taking, & SPO
Sentences & Fragments	recursively.	recursively.	activities recursively.

- Given a list of fragments, convert fragments into sentences
- Given a list of fragments & sentences, identify and correct fragments and sentences

Scrambled Sentences

- Unscramble scrambled sentences, adding proper punctuation & capitalization

Sentence Expansion

- Initially, expand kernel sentences by answering When, Where, &/or Why
- Next, expand kernel sentences by answering Who, What, When, Where, Why, &/or How

Sentence Activities

Sentence Types

- Identify sentence types (statement, question, exclamation, command)
- Add the correct punctuation to sentences
- Write 1 of each sentence type for an image, topic or text
- Write statements &/or questions for an image, topic or text

Developing Questions

- Develop questions around an image, topic, or text

Basic Conjunctions

- Given a sentence stem, complete

sentence using because, but, so

Single-Paragraph Outline (SPO)

Sentence Activities

Subordinating Conjunctions

- Given a sentence stem that begins

w/a subordinating conjunction, complete sentence (first introduce the subordinating conjunctions Before, After, and If)

Transitions

- Given a lead-in sentence, write the sentence that follows, beginning w/ a transition

Single-Paragraph Outline (SPO) Activities

- Given supporting details on an SPO, write TS
- Given an SPO w/ details, write TS in 2 ways (sentence type, subordinating conjunction)
- Given a list of sentences, identify TS & sequence supporting detail

Sentence Activities

Appositives

- Identify appositives in sentences
- Match appositives to nouns/noun phrases
- Fill-in appositives in sentences (w/ or w/out bank)

Sentence Combining

- Combine 2-4 short, declarative sentences

Single-Paragraph Outline (SPO) Activities

- Given SPO w/TS & details, write CS in 2 ways or w/ concluding transition
- Given topic or prompt, write SPO
- Given topic or prompt, write SPO & ¶

Revision Activities

- Vary vocabulary in

Activities

- Model & Complete an SPO as a class
- Given TS, write details (w/ or w/o cues) on SPO
- Given a list of sentences, identify TS & supporting details

sentences

- Given 1 or 2 TSs, select supporting details (in note form)
- Given a list of sentences, label TS, label supporting detail sentences (SD), & eliminate irrelevant detail sentence(s) and/or given ¶, eliminate 1-2 irrelevant detail sentence(s)

a sentence

SEMESTER TWO (Grade 3)

Month 6

Sentence Activities

Appositives

- Given an appositive, write a sentence using the appositive
- Given a subject (noun or noun phrase), write a sentence using an appositive

Single-Paragraph Outline (SPO)

Activities

- Given topic or prompt, write SPO1
- Given topic or prompt, write SPO &

Month 7

Practice sentence, note-taking, SPO,

summarizing, & revision activities

recursively.

Single-Paragraph Outline (SPO) Activities

- Given topic or prompt, write SPO*
- Given topic or prompt, write SPO & ¶*

Summarizing Activities

Months 8-9

Practice sentence, note-taking, SPO,

summarizing, & revision activities

recursively.

Summarizing

- Complete an SPO to summarize a text

Revision Activities

Unelaborated Paragraph

- Revise an

Month 10

Practice sentence, note-taking, SPO,

summarizing, & revision activities

recursively.

Revision Activities
Independent Revision

- Revise independent work based on teacher's explicit feedback

Grade 3 End-of-Year Goals:

- Students are

¶*

Transitions

- Given a lead-in sentence & next sentence that begins w/ a blank, fill in blank w/a transition

Note-Taking Activities

- Convert sentences into key words & phrases, abbreviations & symbols (KPAS)
  - Convert KPAS into sentences

- Complete a Summary Sentence about an image or text

Revision Activities

- Improve TS (or CS) using the 3 ways (sentence types, subordinating conjunctions, appositives)

Unelaborated Paragraph

- Revise an Unelaborated Paragraph w/ explicit directions

Unelaborated Paragraph with explicit directions, or students suggest directions

proficient in the sentence-level strategies

- Students can write notes in key words, phrases, symbols and abbreviations, and convert those notes into sentences (and vice versa)
- Students can plan a single paragraph independently using the SPO, and convert the SPO into a paragraph
- Paragraphs are coherent, contain transitions and varied sentence structures
- Students can use 2 tools to summarize: Sentence Summary, SPO
- Students can apply the sentence strategies to revise their work (based on teacher's explicit feedback)

Integration of 21st Century Themes and Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

Interdisciplinary Connections

The Writing Revolution is an approach designed to be adapted to and embedded in the content being taught in any subject area and at any grade level.

Differentiation

Modify expectations: Shorten or lengthen assignment depending on abilities.

Require basic or extended vocabulary.

Small group teacher instruction based on student's writing ability.

Pair students heterogeneously for centers to encourage students to learn from peers.

Allow for speech to text for longer writing assignments.

Provide choice extension projects as necessary to extend learning

Modifications & Accommodations

Refer to QSAC, EXCEL SPED Accommodations spreadsheet in this discipline.

IEP and 504 accommodations will be utilized.

Formative Assessments

You can provide this formative assessment during different types of writing conferences:

- **Desk-Side Conferences** occur when you stop at a student's desk to ask questions and make responses. Questions should be open-ended. This gives the writer "space" to talk and clarify his or her own thinking about the writing.
- **Scheduled Conferences** give you and a student a chance to meet for 3 to 5 minutes in a more structured setting. In such a conference, a student may have a specific problem or need to discuss or simply want you to assess his or her progress on a particular piece of writing.
- **Small-Group Conferences** give you a chance to meet with three to five students who are at the same stage of the writing process or are experiencing a similar problem. The goal of such conferences is twofold: first, to help students improve their writing and, second, to help them become better assessors.

Summative Assessments

Decide which assignments require summative assessment, and then grade the writing following this process:

- Ask students to submit prewriting and rough drafts with their final drafts.
- Scan final drafts once, focusing on the writing as a whole.
- Reread them, this time assessing them using the qualities of writing.
- Make marginal notations, if necessary, as you read the drafts a second time.

- Scan the writing a third and final time. Note the feedback you have given.
- Complete your rating sheet or rubric, and, if necessary, write a summary comment.

Instructional Materials

Teacher made materials, Sentence expansion sheets, SPO's and MPO's. Templates on The Writing Revolution Website.

Standards

L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.KL.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.3	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.
	Conventions of Standard English
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.3.2	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.