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# Appendix H

3rd Grade  
Writing Units  
And  
Mini Lessons

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# Scholastic Assessment Outline


2019-2020

\*Test the type of reading that follows the test. Therefore, we need to generate a list of skills for whole group/Journeys instruction.

Use the Listening Comprehension test results on the Scoring Grid for Comprehension Types to help guide skill instruction for the beginning of the year.

\*For grouping purposes, the genre assigned should be used to form groups. You can always go above and beyond to get more teaching information

Month	Scholastic Assessments	Purpose
<b>September</b> (9-20) **Fiction	Full Kit ( Includes interest survey, whole class reading comprehension assessments, Running Records, Word Knowledge Inventory, Listening Comprehension,	<ul style="list-style-type: none"> <li>● For teacher instruction</li> <li>● Guided Reading levels for Daily 5 Grouping</li> <li>● Common threads for whole group</li> </ul>
<b>November</b> (4-15) **Nonfiction	Running Records only	<ul style="list-style-type: none"> <li>● For November Report Cards</li> <li>● Changing Daily 5 Grouping</li> <li>● Flagging for I&amp;RS</li> </ul>
<b>January</b> (6-17) **Fiction	Running Records, Listening Comprehension	<ul style="list-style-type: none"> <li>● For February Report Card</li> <li>● Changing Daily 5 Grouping</li> <li>● For Intervention Program Recommendations</li> </ul>
<b>March</b> (23-27) **Fiction	Running Records only	<ul style="list-style-type: none"> <li>● Only for students below level</li> </ul>
<b>May</b> (5-11) **Nonfiction	Full Kit	<ul style="list-style-type: none"> <li>● For End of Year Report Card</li> <li>● Rising Teacher Data</li> </ul>



**3rd Grade  
Pacing Guide  
2019-2020**



# September

	Math	Reading/Writing	Science/Social Studies
<b>Week of 9/5</b> 2 days of school	Thurs- Skip Counting by 2 Fri- Skip Counting by 5	Getting Started: Writer's Workshop Lessons 1-2	
<b>Week of 9/09</b>	Mon- Explore Manipulatives Tues- Explore Manipulatives Wed- Explore Manipulatives in groups Thur- Explore Manipulatives in groups Fri- Explore Manipulatives in groups	Fiction Scholastic Reading Benchmarks September (9-20) Full Kit Getting Started: Writer's Workshop Lessons 3-5 Collecting Notebook Entries: Lessons 6-7	9/11 and Constitution Day
<b>Week of 9/16</b>	Mon- Practicing Math Rotations <b>PART 1</b> Tues- ITL 1 Wed- Front Page 7-1 Thur- Front Page 7-2 Fri- Front Page 7-3	Fiction Scholastic Reading Benchmarks September (9-20) Full Kit Collecting Notebook Entries: Writer's Workshop Lessons 8-10 Developing Our Skills as writers: Writer's Workshop Lesson 11	
<b>Week of 9/23</b>	Mon- 7-4 Tues- 7-5 <b>PART 2</b> Wed- ITL 2 Thurs- Centimeters WKST Fri- Centimeters WKST	Fiction Scholastic Reading Benchmarks September (9-20) Full Kit Developing Our Skills as writers: Writer's Workshop Lessons 12-15 Fine Fine School Monday- Vocab Tuesday- Grammar/Phonics Wednesday- Reading/Skill Strategy Thursday- Reading/Skill Strategy Friday- Read to Response Questions/PARCC Like	Chapter 7 SS Citizenship
<b>Notes</b>		Fiction Scholastic Reading Benchmarks September (9-20) Full	



# October

	Math	Reading/Writing	Science/Social Studies
<b>Week of 10/1</b> 4 days	Tues - Meters WKST Wed- Meters WKST <b>PART 3</b> Thurs-ITL Add 2 Digits Fri- 2-Digit Adding Worksheet	Putting It All Together: Writer's Workshop Lessons 16-20  Tuesday-Review Wednesday-Test Trial of Cardigan Jones Thursday-Vocab Friday-Grammar/Phonics/Skill	Chapter 7 lessons
<b>Week of 10/7</b>	Mon- 2-Digit Adding Worksheet Tues-2- ITL 3 Rounding Wed-Rounding Worksheet Thurs-Rounding Worksheet <b>PART 4</b> Fri- ITL 4 Skip Count	Flash writing Personal Narrative Lesson 1-4  Monday-Read/Skill Strategy Tuesday-Read/Skill Strategy Wednesday-Read to Response Questions Thursday-Review Friday-Test	Chapter 8 SS Government
<b>Week of 10/14</b>	Mon-Review Tues-Test Part 1-3 (Topics 7 and 8) <b>PART 5</b> Wed-ITL 5 Thurs - 15-1 Fri- 16-1/15 Vocab Page	Pop's Bridge Personal Narrative Lesson 5-9 Monday-Vocab Tuesday-Phonics/Grammar/Skills Wednesday-Read/Skill Strategy Thursday-Read/Skill Strategy Friday-Read to Response Questions	Chapter 8 lessons
<b>Week of 10/21</b>	Mon- 16-2 <b>PART 6</b> Tues-ITL 6 Wed - Addition fact practice to 18 WKST <b>PART 7</b> Thur- ITL 7 Fri- 9-1	Personal Narrative Lesson 10-14  Monday-Review Tuesday- -Test Amos and Boris Wednesday-Vocabulary Thursday-Grammar/Phonics/Skill Friday-Read/Skill Strategy	Invisible forces
<b>Week 10/28</b>	Mon-9-2 Tues-9-3 Wed- Review Thurs- Test Part 5,6,7 <b>PART 8</b> Fri-ITL 8 Fractions	Personal Narrative Lesson 15-19  Friday-Read/Skill Strategy Monday-Read to Response Questions Tuesday-Review Wednesday-Test Bat Loves the Night Thursday- Vocabulary Friday-Grammar/Phonics/Skill	Invisible forces



# November

	Math	Reading/Writing	Science/Social Studies
<b>Week of 11/4</b> No school on 11/7 and 11/8 3 day week	Mon- 12-1 Tues- 12-2 Wed- 12-4 Front Thurs- Review Fri- Test Part 8	<b>Non-Fiction November</b> (4-15) Running Records only Personal Narrative Lesson 20/ Editing/Post Flash Writing Monday-Read/Skill Strategy Tuesday-Read/Skill Strategy Wednesday-Read to Response Questions	invisible forces
<b>Week 11/11</b> Marking period end on 11/12	<b>PART 9</b> Mon- ITL 9 Area Tues- 6-1 Wed- 6-3 Thurs- 6-4 <b>PART 10</b> Fri- ITL 10	<b>Non-Fiction November</b> (4-15) Running Records only Flash Writing Expository/Expository Lessons: 1-4 Monday-Review Tuesday-Test Tops and Bottoms Wednesday-Vocab Thursday-Grammar/Phonics Friday-Read/Skill Strategy	Power of Flowers
<b>Week 11/18</b> Early Dismissal 11/20 and 21 Report cards issued 11/21	<b>PART 11</b> Mon- ITL 11 Tues- Subtraction Practice pg. 657 Wed- 9-6 Thurs- 9-7 Fri- 3-Digit Review	Conference Writing Monday-Read/Skill Strategy Tuesday-Read to Response Questions Wednesday-Review Thursday-Test Friday-Booster Day	Power of Flowers
<b>Week of 11/25</b> 3 Day Off 11/28-11/29.	Mon- Part 11 Test <b>PART 12</b> Tues- ITL 12 Wed- 12-13-1 Thurs- Worksheet Fri- 13-2	Expository Lessons: 5-9 Booster Week	Power of Flowers
<b>Notes</b>		Non-Fiction Scholastic Assessments	



# December

	Math	Reading/Writing	Science/Social Studies
<p>Week of 12/2</p>	<p>Mon-Worksheet Tues-12-6 Wed-12-7 Thurs- 12-8 Fri- Review</p>	<p>Expository Lessons: 10-14 <b>The Extra Good Sunday</b> Monday-Vocabulary Tuesday- Grammar/Phonics Wednesday-Read/Skill Strategy Thursday-Read/Skill Strategy Friday-Read to Response Questions</p>	<p>Chapter 11</p>
<p>Week of 12/09</p>	<p>Mon-Test <b>PART 13</b> Tues-ITL 13 Wed- 1-1 Thurs-1-2 Fri- 1-3</p>	<p>Monday- Review Tuesday-Test Stone Fox Unit Expository Lessons: 15-19</p>	<p>Chapter 11 and 6</p>
<p>Week 12/16 Early Dismissal on 12/20</p>	<p>Mon- 2-3 Tues-2-1 Wed-2-5 Skip #14,16,25,27 Thurs-3-2 Fri- Holiday Party</p>	<p>Expository Lessons: 20-23 Stone Fox Unit Christmas Tapestry During Writing</p>	<p>Finish Chapters 6 and chapter 5 timeline lessons</p>
<p>Week of 12/23</p>	<p>Merry Christmas No School!!!!!!</p>		
<p>Notes</p>			

# January

	Math	Reading/Writing	Science/Social Studies
<b>Week of 1/2</b> Two day week	Thurs- 3-3 Fri-5-6	Records Expository Lessons: 24-27  Thomas Edison Thursday-Vocabulary Friday-Phonics/Grammar	Stormy skies
<b>Week of 1/6</b>	<b>PART 14</b> Mon-ITL 14 Tues-14-6 Wed-14-7 Thurs-Review Fri- Test Part 14	January (6-17)Fiction Running Records Expository Lessons: 28-30, Flash Post Test Monday- Read Tuesday-Read Wednesday-Read to Response Questions Thursday-Review Friday-Test	Stormy skies
<b>Week of 1/13</b>	<b>PART 15</b> Mon-ITL 15 Tues- 1-4 Wed-Review Area Thurs-Test 9,13,15 <b>PART 16</b> Fri-ITL 16	January (6-17)Fiction Running Records Prep for VIP Day Aero and Officer Mike Monday- Vocabulary Tuesday-Phonics/Grammar Wednesday-Read Thursday-Read Friday-Read to Response Questions	Stormy skies
<b>Week of 1/20</b> No School on 1/20. Thank you Martin!! 4 Day week	Tues-1-5 Wed-1-6 Thurs-4-1 Fri-4-2	Tuesday-Review Wednesday-Test Roberto Clemente Thursday-Vocabulary Friday-Phonics/Grammar	Buffer week
<b>Week of 1/27</b> Marking period ends on 1/29	Mon-4-3 Tues-4-4 Wed-4-5 Thurs-4-6 Fri-4-7	Pre Flash Testing Persuasive Writing Lessons: 1-4 Monday- Read Tuesday- Read Wednesday- Read to Response Thursday- Review Friday-Test	Buffer week
		Fiction Running Records	



# February

	Math	Reading/Writing	Science/Social Studies
<p><b>Week of 2/3</b> Report cards go out on 2/4</p>	<p>Mon-4-8 Tues-5-2 Wed-5-3 Thurs-5-4 Fri-5-5</p>	<p>Persuasive Writing Lessons: 5-9 Oliver k. Woodman Monday-Vocab Tuesday-Phonics/Grammar Wednesday-Read Thursday-Read Friday-Reading Response Questions</p>	<p>Chapter 3</p>
<p><b>Week of 2/10</b> In service 2/14</p>	<p>Mon-5-7 Tues-Review Wed-Test Part 16 Division <b>PART 17</b> Thurs-ITL 17</p>	<p>Persuasive Writing Lessons: 10-13 Monday-Review Tuesday-Test Two Bear Cubs Wednesday-Vocab Thursday-Phonics/Grammar Friday- No School</p>	<p>Chapter 3</p>
<p><b>Week of 2/17</b> No school 2/17</p>	<p>Tues-13-3 Wed-Comparing Fractions Same Denominator Practice Wkst Thurs-Review Fri-Test Part 17</p>	<p>Persuasive Writing Lessons: 14-17 Monday- No School Tuesday-Read Wednesday-Read Thursday-Reading Response Questions Friday-Review</p>	<p>Animals through time</p>
<p><b>Week 2/24</b></p>	<p><b>PART 18</b> Mon-ITL 18 Tues-3-Digit Addition WKST Wed-3-Digit Addition WKST Thurs-Review Fri-Test Part 18</p>	<p>Persuasive Writing Lessons: 18-22  Monday-Test Boy Were We Wrong Tuesday-Vocab Wednesday-Phonics/Grammar Thursday-Read Friday-Read</p>	<p>Animals through time</p>
<p><b>Notes</b></p>			



# March

	Math	Reading/Writing	Science/Social Studies
Week of 3/2	<b>PART 19</b> Mon-ITL 19 Tues-Worksheet Wed-Worksheet <b>PART 20</b> Thurs-ITL 20 Fri-14-4	Post Flash Test Monday- Reading Response Questions Tuesday-Review Wednesday-Test The Journey: Stories of Migration Thursday-Vocab Friday-Grammar/Phonics	Animals through time
Week of 3/9	Mon-14-5 Tues-14-8 Wed-Review Thurs-Test <b>PART 21</b> FRI-ITL 21	Monday-Read Tuesday-Read Wednesday-Read to Response Questions Thursday-Review Friday-Test	Animals extinction zoo project
Week of 3/16	Mon-8-3 Tues-8-6 Wed-8-7 Thurs-8-4 Fri-Review	Dog of The Sea Waves Monday-Vocab Tuesday-Grammar/Phonics Wednesday-Read Thursday-Read Friday-Read to Response Questions  Writing Test Prep	Animals extinction zoo project
Week of 3/23	Mon-Test <b>PART 22</b> Tues-ITL 22 Wed-13-4 Thurs-13-5 Fri-13-6	March (23-27) Fiction Running Records Below Level only Test prep nonfiction Writing Test Prep Monday-Review Tuesday-Test Test Prep Wednesday-Test Prep Thursday-Test Prep Friday- Test Prep	STEM activity
Week of 3/30		Test Prep	
Notes	MP ends 4/3	Fiction running records below kids only	



# April

	Math	Reading/Writing	Science/Social Studies
<b>Week of 4/6</b> Spring Break!			
<b>Week of 4/13</b> Report Cards go Out 4/17 4 day week, no school Monday	Tues-13-7 Wed-13-8 Thurs-Review Multiplication Fri-Test Part 19,22	PARCC? Test Prep	PARCC??
<b>Week of 4/20</b>	<b>PART 23</b> Monday- ITL 23 Complete WKST 2-4 Tues-10-1 Wed-10-2 Thurs-10-3 Fri-3-1	PARCC?? Test Prep	Chapter 12 Economics
<b>Week of 4/22</b>	Mon-Review Tues-Test Part 23 <b>PART 24</b> Wed-ITL 24 <b>PART 25</b> Thurs-ITL 25 Fri-Multiplication WKST	Test Prep	Chapter 12 Economics
<b>Week of 4/27</b>	Mon-Review Tues-Test Part 25 <b>PART 26</b> Wed-ITL 26 Thurs-13-4 Fri-13-5	Albertosaurus Monday-Vocab Tuesday-Phonics/Grammar Wednesday-Read Thursday-Read Friday-Read to Response Questions	Health- Nutrition

# May

	Math	Reading/Writing	Science/Social Studies
<p>Week of 5/4</p>	<p>Mon-13-6 Tues-13-7 Wed- Review Thurs- Test Part 26 <b>PART 27</b> Fri-ITL 27</p>	<p>May (5-11) Full Kit Monday-Review Tuesday-Test Wednesday-Because of Winn Dixie Thursday- Winn Dixie Friday-Winn Dixie  State Research Writing</p>	<p>Health-Nutrition</p>
<p>Week of 5/11</p>	<p>Mon-16-3 Tues-16-4 <b>PART 28</b> Wed-Part 28 Thurs-6-7 Fri-6-5</p>	<p>May (5-11) Nonfiction Full Kit Because of Winn Dixie Review all skills from throughout the year Evaluate, Summarize, Main Idea  State Research Writing</p>	<p>Health-Well being</p>
<p>Week of 5/18</p>	<p>Mon-6-6 <b>PART 29</b> Tues-ITL 29 (Time) Wed-14-1 Thurs- 14-1 WKST Fri- 14-2</p>	<p>Because of Winn Dixie Review all skills from throughout the year Evaluate, Summarize, Main Idea  State Research Writing</p>	<p>Health-Well being</p>
<p>Week of 5/25</p> <p>No School 5/25. Thank you Service men/women!</p>	<p>Tues-14-2 WKST Wed-14-3 Thurs-Review Fri-Test</p>	<p>Because of Winn Dixie Review all skills from throughout the year Evaluate, Summarize, Main Idea  State Research Writing</p>	<p>Health- Accident/Fire prevention</p>
<p>Notes</p>			



# June

	Math	Reading/writing	Science/Social Studies
<b>Week of 6/1</b> Early dismissal Friday	Mon-Step Up 1 Tues-Step Up 2 Wed-Step Up 3 Thurs-Step Up 4 Fri-Step Up 5	Because of Winn Dixie- Review all skills from throughout the year  State Research Writing	Health- Accident/Fire prevention
<b>Week of 6/8</b> Early dismissal Friday	Mon-Step Up 6 Tues-Step Up 7 Wed-Step Up 8 Thurs-Step Up 9 Fri-Step Up 10	Fourth Grade Rats  State Research Writing	30 Min. Mystery Science
<b>Week 6/15</b> Early dismissal days 6/17, 6/18, 6/19 21-Last Day	Mon-Projects Tues-Projects Wed-Projects Thurs-Projects Fri-Projects	Fourth Grade Rats  State Research Writing	
<b>Summer</b>			
<b>Summer</b>			
<b>Notes</b>			

# Writing

3rd Grade

Launching Lessons- For the beginning of the year along with responsive classroom

## Launching Workshop

- Rules and guidelines for writers' workshop (2-3 days)
- Managing materials, how to ask for help/conference, how to respond to someone who shares-(TAG)-  
voice level, what to do in an emergency)
- How to set up writing notebook and folder
- Rubrics- What is a rubric (3 Days) have them make their own rubric- good homework, fired drill...etc.
- Brainstorming- what can I write about
- What to do when you think you are done?- re-read current piece, or fine tune a past piece, browsing  
boxes-(all writing picture books for writing idea filled with mentor text), free write
- Prepare for a teacher conference- (Why and when would I conference and steps to get one??
- Using a checklist- circle what you don't know and move on
- Capitals, Punctuation, Spelling
- **Flash Draft given at beginning of every genre**
- **Arthur writes a story- mentor text**



	<u>Marking Period 1</u>	<u>Marking Period 2</u>	<u>Marking Period 3</u>	<u>Marking Period 4</u>
<u>Completed</u>	<b>Narrative</b> Personal Narrative	<b>Informative/Explanatory</b> What I am an expert at	<b>Opinion</b> All About why my special person is the best	<b>Research</b> State Report
<b>Practice-</b> pieces that are marked enough to a draft	<b>Descriptive Paragraph</b>	<b>Fictional Narrative</b> (if we have time pull from narrative lessons we don't get to )	<b>Responding to text with evidence (RACE/RAP)</b>	
<b>Mini Lessons</b>	<b>Narrative Mini-Lessons</b> <ul style="list-style-type: none"> <li>• What is a narrative</li> <li>• Brainstorm topics- interest survey- heart lesson</li> <li>• Planning a topic-story map, illustrate beginning, middle, end, outline, talk it out)</li> </ul> <b>Drafting-</b> <ul style="list-style-type: none"> <li>• Using your plan to draft</li> <li>• Keeping sequence of events</li> <li>• Powerful beginnings</li> <li>• Emotional endings</li> <li>• Using sound words</li> <li>• Using sentence length to set the reader's pace</li> <li>• Staying on topic</li> </ul>	<b>Informative/Explanatory</b> <ul style="list-style-type: none"> <li>• What is writing to inform?</li> <li>• How to research/find information</li> <li>• How to paraphrase vs. plagiarizing</li> </ul> <b>Drafting-</b> <ul style="list-style-type: none"> <li>• Organization for your reader</li> <li>• Choosing subtitles and ordering them in appropriate sequence</li> <li>• Writing a topic sentence</li> <li>• Writing a conclusion</li> </ul>	<b>Opinion</b> <ul style="list-style-type: none"> <li>• What is opinion writing</li> <li>• Fact vs. Opinion- opinion survey</li> <li>• Brainstorming your own opinion</li> <li>• How to outline and what it is (format and content)</li> <li>• Use Evidence to support opinion</li> <li>• Point of View-First and Third Person</li> </ul> <b>Drafting-</b> <ul style="list-style-type: none"> <li>• Using your outline to write a detailed piece</li> <li>• Effective Leads/beginnings</li> <li>• Using persuasive/</li> </ul>	<b>Research-</b> <ul style="list-style-type: none"> <li>• What is research? Why do we research? (Author's purpose) (Classbook of non-fiction features: table of contents, glossary, pictures, tables, etc</li> </ul> <b>Drafting-</b> <ul style="list-style-type: none"> <li>• Taking notes/good sources</li> <li>• Organization information for your reader</li> <li>• Drafting an introduction paragraph without giving away all the details</li> <li>• Draft a conclusion that wraps up a topic without adding new details</li> <li>• Choosing subtitles and ordering them in</li> </ul>

<ul style="list-style-type: none"> <li>Expanding small moments</li> <li>Developing imagery and tone</li> <li>Using alliteration</li> <li>How to introduce a character</li> <li>Characterization</li> <li>Describing Character/setting</li> <li>Writing with dialogue</li> <li>The climax</li> <li>Writing with sounds that aren't words</li> <li>Creating writer's voice/figurative language</li> <li>Extending an idea</li> </ul>	<p>sentence that reflects topic sentence</p> <ul style="list-style-type: none"> <li>Organizing information under appropriate subtitles/headings in paragraphs</li> </ul> <p>Writing a closing/conclusion paragraph that summarizes the most important fact and includes a reflection on your opinion</p> <p><b>Revising-</b></p> <ul style="list-style-type: none"> <li>Add or delete information/opinion</li> <li>Using subject specific vocabulary</li> <li>Combine similar ideas into one sentence</li> </ul> <p><b>Editing-</b></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Verb tenses</li> <li>Subject verb agreement</li> <li>Irregular verbs</li> <li>The verb to be</li> <li>Adverbs</li> <li>Using checklist</li> </ul>	<p>convincing words</p> <ul style="list-style-type: none"> <li>Strong conclusions that restate opinions</li> </ul> <p><b>Revising-</b></p> <ul style="list-style-type: none"> <li>Extending ideas</li> <li>Endings that leave your reader with a feeling</li> <li>Reading to a partner to see if your writing was convincing- <b>TAG-</b></li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Nouns- common and proper, plural s, and es, possessive nouns and pronouns</li> <li>quotations</li> <li>Paragraph breaks</li> <li>Run-ons</li> <li>Using checklist</li> <li>Using your rubric</li> </ul> <p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>Creating illustrations that match the text message</li> <li>Using your draft to keep on track of your published piece</li> </ul>	<p>appropriate sequence</p> <ul style="list-style-type: none"> <li>Writing a topic sentence</li> <li>Writing a conclusion sentence that reflects topic sentence</li> <li>Organizing information under appropriate subtitles/headings in paragraphs</li> <li>Writing a closing/conclusion paragraph that summarizes the most important fact and includes a reflection on your opinion</li> <li>How to choose a picture/illustration.</li> <li>Writing a caption or using other text features</li> <li>Combine similar ideas into one sentence</li> </ul> <p><b>Revising-</b></p> <ul style="list-style-type: none"> <li>Using subject specific vocabulary correctly</li> <li>Replacing redundant words</li> </ul> <p><b>Editing-</b></p> <ul style="list-style-type: none"> <li>Using checklist</li> <li>Adjectives- that compare</li> </ul> <p><b>Publishing-</b></p>
<ul style="list-style-type: none"> <li>Revising for word choice</li> <li>Using mentor text to improve your writing</li> <li>Cutting and pasting ideas</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Simple Sentences/Fragments</li> </ul>			



	<ul style="list-style-type: none"> <li>• subject/predicate</li> <li>• Commas in a series</li> <li>• kinds of sentences</li> <li>• Using checklist</li> <li>• Using rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Using Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Creating illustrations that match the text message</li> <li>• Using your draft to keep on track of your published piece</li> </ul>
	<p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• How to keep your place when typing</li> <li>• Formatting your chromebook</li> <li>• Creating illustrations that match the text message</li> </ul>	<p><b>Publishing</b></p> <ul style="list-style-type: none"> <li>• Creating illustrations that match the text message</li> <li>• Using your draft to keep on track of your published piece</li> </ul>	<ul style="list-style-type: none"> <li>• Creating illustrations that match the text message</li> <li>• Using your draft to keep on track of your published piece</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• W.3.3</li> <li>• W. 3.4</li> <li>• W. 3.5</li> <li>• W. 3.6</li> <li>• W. 3.10</li> </ul>	<ul style="list-style-type: none"> <li>• W3.2</li> <li>• W.3.7</li> <li>• W3.8</li> <li>• W3.9</li> <li>• W. 3.4</li> <li>• W. 3.5</li> <li>• W. 3.6</li> <li>• W. 3.10</li> </ul>	<ul style="list-style-type: none"> <li>• W3.2</li> <li>• W.3.7</li> <li>• W3.8</li> <li>• W3.9</li> <li>• W. 3.4</li> <li>• W. 3.5</li> <li>• W. 3.6</li> <li>• W. 3.10</li> </ul>
<p><b>Notes/ suggested Mentor Texts</b></p>	<ul style="list-style-type: none"> <li>• Patricia Polacco-Thunder Cake ( Or any other text from her)</li> <li>• Adopted by an Owl</li> <li>• Decorate/personalize writing folder or</li> </ul>	<ul style="list-style-type: none"> <li>• Judy Blume- The Pain and The Great One</li> <li>• Not Norman a Gold Fish Story</li> <li>• The Best Town in the World by Byrd</li> </ul>	<ul style="list-style-type: none"> <li>• State Books</li> <li>• Myon State Books</li> <li>• Last year's students</li> </ul>

	<p>notebook</p> <ul style="list-style-type: none"> <li>• TAG-T-tell them something you like</li> <li>A-ask a leading question</li> <li>G-give a helpful statement</li> </ul> <ul style="list-style-type: none"> <li>• Lily's Purple Plastic Purse</li> <li>• Pigsty</li> <li>• A Bad Case of Stripes</li> <li>• Previous Year Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Baylor</li> <li>• The Pigeon</li> <li>• Doesn't Need A Bath</li> <li>• The Day the Crayons Quit</li> <li>• Click Clack Moo</li> <li>• Hey Ant</li> </ul>	
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Category	4	3	2	1
Introduction	I use a strong lead that introduces the reader to basic story elements. (Character&Setting)	I use a lead with some story elements.	I use a lead with few story elements.	I use a lead but does not introduce the story to the reader.
Organization	The writing has a clear focus, sequence of events are in order and developed, and includes use of transitional words. The story is able to hold reader's attention. Strongly builds the plot and climax.	The writing is pretty well focused, one idea may be underdeveloped or out of place, and includes use of some transitional words. The story is able to hold reader's attention.	The writing is hard to follow, ideas may be underdeveloped or out of order, few transitional words are used. The story lacks details which confuse the reader.	Ideas are random and have little organization, few or none transitional words are used, story flow confuses the reader.
Content	The reader understands the experience and the significance it held for the author. The writing includes vivid concrete words to show not tell what is happening. Dialogue and story telling elements such as sensory details are incorporated in a balanced manner.	The reader understands the experience. The writing includes some concrete words to show not tell what is happening. Dialogue and story telling elements such as sensory details are used but not in a balanced manner.	The reader understands the experience. The writing includes some concrete words to show not tell what is happening. Dialogue or story telling elements such as sensory details are used but one is lacking. (Too much dialogue or too much story telling).	The experience is difficult to follow for the reader. The writing includes few or no concrete words to show not tell what is happening. Dialogue or story telling is lacking.
Closure	There is a clear conclusion to the story which includes character feelings and final events.	There is a conclusion to the story which includes few character feelings and final events.	There is an abrupt conclusion to the story lacking character feelings or final events.	There is an abrupt conclusion that confuses the reader or there is no clear conclusion.
Conventions	There are few spelling, usage, or punctuation errors in the final draft, and do not interfere with the reader's understanding. The writing has a smooth and natural flow with good sentence structure. It is clear that the piece has been revised and edited.	There are several spelling, usage, or punctuation errors in the final draft, and might interfere with the reader's understanding. The writing has a flow with simple sentences and/or run-ons and fragments. It is somewhat clear that the piece has been revised and edited.	There are many spelling, usage, or punctuation errors in the final draft, and interferes with the reader's understanding. The writing doesn't flow well due to incomplete sentences and/or run ons. Revision and editing is not apparent.	There are too many mechanics and English convention errors that interfere with the reader's understanding of the message.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Score: \_\_\_\_\_ Teacher Score: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Narrative Writing Piece

## Grade 3 Narrative Writing Unit Skeleton Plan

(Only handwriting- No typing)

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Progress Indicator  
W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

### Mentor Text Choices

1. Lilly's Purple Plastic Purse
2. A Bad Case of Stripes by David Shannon
3. Pigsty by Mark Teague
4. Big Anthony and the Magic Ring
5. The Trial of Cardigan Jones

\*Remind students to circle words they don't know how to spell. You can give them the spelling during conferences or they can look them up if they have extra time.

### Skeleton Plan:

1. Read one mentor text from beginning to end
2. Talk about story pyramid/story elements
3. Chart Journey's Story on the story elements - Trial of Cardigan  
Have students stop you when you get to different events to show them how many things happen before the climax
4. Introduce the Narrative Rubric and score student samples from years past or from the [corestandards.org](http://corestandards.org)



- Pull student samples and keep their scores!
- Teacher models how to score
- Do one together
- Do one with partner/group

5. Mini Lesson #1: Heart Lesson. Come up with top 3 favorite
6. Mini lesson #2: Planning my idea (teacher chooses her own topic) on a graphic organizer showing story mountain. Revist another story, what did the plan look like?
7. Mini Lesson #3 A strong lead/Types of Leads, show them blurbs
8. Day 2, Model your lead and have students try to do it
9. Mini lesson #4: Drafting the middle. Using our plan to start our draft
10. Mini lesson #5 Read the middle of Cardigan Jones pages 52-62 , Discuss how to stretch the middle. Drafting the middle.
11. Mini Lesson #6: Balancing Narration and Dialogue. Using pages 59-62 in Cardigan Jones show how the author uses quotes and doesn't use quotes. Display using the Cardigan Jones book to see how the author uses narration to pull the reader into the action and events of the story. The author then pauses the story-telling to entertain the reader with "in the moment" conversation using dialogue.
12. Mini Lesson #7: Building to the climax without exposing. Reread pages 64-66 in Cardigan Jones to show what happens before they found out about the pie.
13. Mini Lesson #8 Drafting the end of the story. Explain how to write a strong ending. The importance of the story using character emotions, falling of events, the character's inner thoughts.
14. Mini Lesson #9 Revising cheap vs. expensive words :Think ARMS add details, remove words that don't make sense, move words to another spot, substitute dead words with more exciting words. Create cheap vs. expensive words anchor chart. Allow students to write their own words on their chart as they revise their paper.
15. Mini Lesson #10 Comparing work to a rubric. Focusing on the order.
16. Mini lesson #11 Editing COPS/Capitalization of Pronouns/Places. Order Organization, Punctuation, Spelling
17. Editing for the Journey's Grammar you are working on! Example: Adjectives.
18. Mini Lesson #12 Using friends to find HUH and OH inside erasable sleeves.
19. Mini lesson #13 Be the teacher -Score your piece again while teacher conferences.
20. Mini lesson #14 Publishing all the right stuff!

21. Celebration Day!



Category	4	3	2	1
<b>Introduction</b>	I use a strong lead that clearly introduces the reader to the topic in an organized and entertaining way.	I use a lead that introduces the reader to the topic in an organized way.	My lead weakly introduces my topic and is not organized well.	I introduced my topic but is not in an organized lead format.
<b>Organization</b>	I consistently develop the topic with facts, definitions, details, text-evidence, and other information and examples.	I sometimes develop the topic with facts, definitions, details, text-evidence, and other information and examples.	I develop the topic with few facts, definitions, details, text-evidence, and other information and examples.	My topic is not well developed with few supporting details and or examples.
<b>Content</b>	My piece is organized into many body paragraphs with topic sentences, supporting/detailed sentences specific to my idea, and clear conclusion sentences. Transition words are used often to connect the piece.	My piece is organized into some body paragraphs with topic sentences, supporting sentences specific to my idea, and conclusion sentences. Transition words may be used sometimes to connect the piece.	My piece is organized into few body paragraphs. Topic sentences, supporting sentences specific to my idea, and conclusion sentences are not consistent through out. Transition words are rarely or never used to connect the piece.	My piece is not organized into body paragraphs. Paragraphs may be missing topic sentences, supporting sentences specific to my idea, and conclusion sentences are not consistent through out. Transition words are not used to connect the piece.
<b>Closure</b>	I provide a strong conclusion that is reflective of my topic and the important ideas.	I have a clear conclusion that is reflective of my topic.	My conclusion may not be a separate paragraph but just a final sentence.	I do not have a clear conclusion to my writing.
<b>Conventions</b>	There are few spelling, usage, or punctuation errors in the final draft, and do not interfere with the reader's understanding. The writing contains many non-fiction text features placed appropriately. It is clear that the piece has been revised and edited.	There are some spelling, usage, or punctuation errors in the final draft, and do not interfere with the reader's understanding. The writing contains some non-fiction text features placed appropriately. It is clear that the piece has been revised and edited.	There are many spelling, usage, or punctuation errors in the final draft that interfere with the reader's understanding. The writing contains few non-fiction text features. It is clear that the piece has been slightly or barely revised and edited.	There are too many mechanics and English convention errors that interfere with the reader's understanding of the message. There are few to none text features used.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Score: \_\_\_\_\_ Teacher Score: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Informational Writing Piece

## Grade 3 Informational Writing Unit Skeleton Plan (Writing Draft and Typing Published)

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

### Mentor Text Choices

- Scholastic Books - All About Owls (Letter G)
- Scholastic Books- Frogs and Toads are Cool Creatures (Letter J)
- Find books about Baking, Fishing, Christmas, Camping

\*Remind students to circle words they don't know how to spell. You can give them the spelling during conferences or they can look them up if they have extra time.

1. Read one mentor text from beginning to end/Create a chart of nonfiction texts  
Pictures, Captions, Titles, Subtitles, Glossary, Table of Context, Timelines, Bolded Words, Labels, Diagram, Index, Chapter Labels, Fun Facts, Maps
2. Mini Lesson #1: Heart Lesson. Come up with top 3 favorite
3. Mini lesson #2: Planning my idea (teacher chooses her own topic) on a graphic organizer boxes and bullets. Revisit another story, what did the plan look like?



4. Mini Lesson #3 Opening Paragraph to the book, show them blurbs. Introducing our reader to our topic in an interesting way. Show Examples on page 124-125, 129, 57, 59
5. Day 2, Model your opening
6. Mini lesson #4: Drafting. Using our plan of boxes and bullets to start our draft of our chapters. How to select fascinating facts page 69.
7. Mini lesson #5 Read one of the mentor texts and discuss how they separate their chapters. Draft chapter 2.
8. Mini Lesson #6 Add more detailed sentences with a partner to make it more lively. Page 90
9. Mini Lesson #7: Drafting Chapter 3. Using transition words to help explain a new fact and the flow.
10. Mini Lesson #8 Drafting the closing paragraph of the chapter. Explain how to write a strong ending. Rewriting an intro, making it fresh and new.
11. Mini Lesson #9 Revising Between 2-3 days. Cheap vs. expensive words :Think ARMS add details, remove words that don't make sense, move words to another spot, substitute dead words with more exciting words. Create cheap vs. expensive words anchor chart. Allow students to write their own words on their chart as they revise their paper. Have we given our reader the most important information? Have we repeated words or phrases?
12. Mini Lesson #10 Adding Non-Fiction Text Features that help support the text Page 180 In the Writing Strategies Book (Green)
13. Mini Lesson #11 Comparing work to a rubric. Focusing on the order.
14. Mini lesson #12 (2-3 Days) Editing COPS/Capitalization of Names/Places. Order Organization, Punctuation, Spelling /Indenting.
  1. Editing for the Journey's Grammar you are working on! Example: Adjectives.
15. Mini Lesson #13 Using friends to find HUH and OH inside erasable sleeves.
16. Mini lesson #14 Be the teacher -Score your piece again while teacher conferences.
17. Mini lesson #15 Publishing all the right stuff!
18. Celebration Day! Sharing their books with their class/other third grades.

## Grade 3 Opinion Writing Unit Skeleton Plan (Writing Draft and Typing Published)

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.
- NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Mentor Text Choices

- Who Was..?
- Joseph's Mom Writing
- Amy's Mom
- The First Woman Doctor .. (Letter M) In Scholastics

\*Remind students to circle words they don't know how to spell. You can give them the spelling during conferences or they can look them up if they have extra time.

1. Due date March 29
2. Celebration VIP Day- Post PARCC
3. Instructional Days: 45-48
4. Mentor Texts

Opinion- Why are they my special person?

"Growing Up Takes Time"

"Fun With My Grandparents"

Day 1- Read Mentor Text

Day 2/3- Oreo Chart with Kids/ Words to Use in their Writing (Vocab)

Day 4- Opinion Rubric, Step 1: Model writing piece (out loud), Step 2: Students try in groups (Joseph's Mom)

Day 5- Short mini lesson reminder, Individually score a third piece on their own

Day 6- Brainstorm people, conferencing to choose viable option \*important days to conference\*

Day 7- Read A Fine Fine School. Fill out OREO graphic organizer with students.



Day 8/9- Finish filling out individual OREO organizer

Day 10- How to ask for a conference and what to do while you're waiting

Day 11- Revisit graphic organizer to clarify reasons and begin to think of details

Day 12- Forms of effective leads mini lesson, page 129 in green nonfiction craft book/michigan page 14, opinion starter sheet, draft intro

Day 13- mini lesson 7, matching parts of our beginning into our body paragraphs (draft paragraph 1)

Day 14- mini lesson 8, using our plan to check off our writing (write paragraph 1)

Day 15/16- (draft paragraph 2) match parts of the first paragraph to the second, strong conclusion sentences, page 59 in green craft book, students get page 124 appendix G, page 197,87, and 127 in Journey's book 2

Day 17/18- (draft paragraph 3) match parts of the second paragraph to the third, strong conclusion sentences

Day 19- Drafting an ending that resembles our beginning but is fresh and new, page 29 in Michigan, Conclusion Paragraph, students may need conclusion sentence starters

Day 20/ - Revising - Day 1 intro for lively lead and three clear details

Day 21/22 Revising 3 body paragraphs- checking your plan and then huh and oh's. (sample of missing information needed)

Day 23- Revising endings- did we make our conclusions fresh and different? Did you pull on their heart strings? Would your reader agree? Use Michigan's lesson on page 32, and students sample on page 34. (What is the difference between editing and revising)

Day 24/25- CUPS Editing Day 1- use every selves to have student partners to edit for mistakes(partner us with other classes if possible)

Day 2- Editing for the Journey's Grammar you are working on! Example: Adjectives.

Day 26- Privately score their own piece- model again before allowing them to do independently. Think about this- it's your last chance tomorrow to change some things in your writing.

Day 27/28/29- Half the class working day on publishing, other half with you working to gain help.

## Grade 3 Research Writing Unit Skeleton Plan (Typing Draft and Typing Published)

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### Mentor Text Choices

- State Books in the Library
- Myon State Books
- Old Students pieces

\*Remind students to circle words they don't know how to spell. You can give them the spelling during conferences or they can look them up if they have extra time.

1. Using multiple mentor texts from to create a chart of nonfiction features.  
Pictures, Captions, Titles, Subtitles, Glossary, Table of Context, Timelines, Bolded Words, Labels, Diagram, Index, Chapter Labels, Fun Facts, Maps



2. Mini Lesson #1: Come up with top 3 favorite
3. Mini lesson #2: Planning my idea (teacher models New Jersey) on a graphic organizer boxes and bullets. Which of your 3 favorites can you write most about? Students should jot down words or phrases about each state.
4. Mini Lesson #3 Drafting table of contents of topics.
5. Mini Lesson #4 Coming up with good questions to drive our research See RF page 82.
6. Mini Lesson #5 How do we power phrase? This means to put it in your own words! Show students how they read multiple pages in Journey's and made notes in sticky notes
7. Mini Lesson #6 (5-7 Days) Drafting our body paragraphs for each main idea.
8. Mini Lesson Focuses Each Day: All body paragraphs have a clear opening sentence, important details vs. cool details, and a strong closing sentence. Our paragraphs stay on task to our subtitles, supporting our writing with text features that match the subtitle we're working on. Use multiple mentor texts' body paragraphs to highlight the focus. Example: Topic sentence describes the subtitle. Closing sentence: Relates back to the subtitle. Highlight short excerpts from the mentor texts to show how this is done.
9. Mini Lesson # 7 Drafting a sharp lead, using the mentor texts. Giving readers their first bite of the topic. Appendix L page 129. Give options: A riddle "Which state is rainy and sunny," question, news, announcement and dialogue.
10. Mini Lesson #8 Drafting a powerful closing paragraph of the chapter. Explain how to write a strong ending. Rewriting an intro, making it fresh and new.
11. Mini Lesson #9 Revising cheap vs. expensive words :Think ARMS add details, remove words that don't make sense, move words to another spot, substitute dead words with more exciting words. Create cheap vs. expensive words anchor chart. Allow students to write their own words on their chart as they revise their paper.
12. Mini Lesson #10 Adding Non-Fiction Text Features Page 180 In the Writing Strategies Book (Green)
13. Mini Lesson #11 Comparing work to a rubric. Focusing on the order.
14. Mini lesson #12 Editing COPS/Capitalization of Pronouns/Places. Order Organization, Punctuation, Spelling
15. Editing for the Journey's Grammar you are working on! Example: Adjectives.
16. Mini Lesson #13 Using friends to find HUH and OH inside erasable sleeves.
17. Mini lesson #14 Be the teacher -Score your piece again while teacher conferences.
18. Mini lesson #15 Publishing all the right stuff!

19. Celebration Day! Sharing their work with second grade!

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## WRITING

**\*This document is a sample to model how a teacher is to select a specific mini lesson based on the step of the writing process a majority of the class is working through. Refer back to each skeleton plan to see specific ideas for marking period/genre writing.**

Planning	*Non-Fiction Convention Little Books Using your hand outline to outline
Planning	Nonfiction Pyramid Big Ideas Multiple Main Ideas _____ Details _____ Details Details
Planning	Bringing a Character to Life
Planning	Using the writers' corner
Planning	Words that Wowed Me
Drafting	Text Lifting

Drafting	Building up to the solution
Drafting	Writing a _____ ending Suspenseful, emotional, funny, surprise
Drafting	Balancing use of Narration and Dialogue
Revising	Asking Questions Your Reader Would Ask
Revising	Hmm... Oh... Wait. What?
Revising	Using Foot Notes Relevant and Irrelevant ideas
Revising	Using color to stay on topic



Editing	Editing Chart
Editing	Fixing up run-ons and fragments
Editing	Correcting spelling: Three Tries
Editing	Where, oh where, did my punctuation go?

## Writing Days 1-7

**Day One:** SWBAT complete a benchmark assessment  
Standards: W.1.3, L.1.1, L 1.2

1. Begin by telling students that since we are all getting to know each other these first weeks of school we'd like to see how well they write and what they have learned about writing last year.
2. Pass out the prompt and explain the direction and the time limit. You may also want to go into some detail about how we write every day and explain why. (Build stamina, to succeed in life, etc)
3. Allow students 30 minutes to write about themselves.

Assessment: Collect and then grade according to the rubric.

**Day two:** SWBAT identify different genres of writing  
Standards: 3.2.3.A.2

1. Tell the students that our class has been very busy getting familiar with 3rd grade. We have discussed our classroom rules and expectations. Today we are going to learn more about an important subject we visit each day... Writer's Workshop.
2. Explain that in writing workshop we will be writing in different genres. Ask students to turn and talk to their neighbor (good time to model) and discuss what you mean by genre. Listen to responses and record on chart paper: Genre: a category, type or kind of writing.
3. Then tell the students that you want to see what else they know about writing. Have the following questions already prepared on chart paper with space for you to record answers.
  - o What is writing?
  - o Where do you see writing?
  - o Why do people write?
  - o What are some different genres of writing?
  - o
4. Revealing one at a time have students turn and talk with a neighbor about each questions. Then allow a group discussion about each question and record ideas. \*\*\*For the last question be sure that you touch on narrative, explanatory, opinion and research (our topics for the year)
5. After some discussion have different groups of genres of writing spread out throughout the room and labeled. Allow groups of students to circulate from group to group looking at each genre and finding the characteristics of each. (I'll give you posters of the writing genre groups with the characteristics listed)



6. After all groups have gone to each station tell the students that you would like them to complete a genre about themselves as a writer. Pass out the quick survey and have students complete.

7. Assessment: As a close activity have students write down two things they learned about today.

### Day three:

SWBAT identify what a Writer's Folder is and why Writer's keep one  
Standards: 3.2.2d2

1. Begin by explain that since we will be working on writing everyday it is very important that we are organized. One way authors keep organized it to have a special folder. You are also going to have a special folder.

2. Pass out folders and go over each of the pockets and tell students what each one is for.

3. Next also model for students that when we are writing we need to follow a certain format. Date at the top right hand corner and ALWAYS skip lines.

4. During this time model a piece of writing about what you are looking forward to in the upcoming school year. Write a short paragraph modeling how to write the date and skip lines.

5. Allow students some time to do the same. Circulate and monitor progress. When time is up have students turn and talk to a neighbor about where they might put their writing piece. Where would it go in their folder? Are they finished or is it something they might come back to later?

Assessment: Before closing have volunteers tell you about each part of their folder and its purpose. What should be on each writing paper?

### Day four:

SWBAT: identify the parts of writer's workshop  
Standards: 3.2.3.d.2

1. Today we are going to talk more about writers workshop and what you can expect.

2. Create a chart similar to this:

Writer's Workshop Parts

Why: to grow as writers and share stories with others

Everyday Parts of writing workshop:

**Mini Lesson-** come together as a group and learn something about how good writers write

**Guided Practice-** we practice the skill we are learning about together

**Independent writing/conferencing-** you will work on your writing independently and practice the skills we have been learning. As you are working, I will visit with you and discuss your writing.

**Closure/Sharing-** we come back together in our meeting spot and share some of the things we did as writers

3. After you go over the structure of writing workshop begin to discuss some of the materials that students will be using daily. Explain that you will have a routine. Discuss some of the following point and how you want them to run in your classroom

- where will writers folders and notebooks be kept?
- where paper, pens, dictionaries are kept
- rules for getting materials and independent writing time
- rules for using and putting materials away

4. After all of the explaining have some student show you the correct way to gather and use materials. Have the entire group practice. Over the first few weeks they will need a lot of reminders

#### Day five:

SWBAT identify the rules and expectations of writer's workshop  
standards: 3.2.d.2

1. Begin by asking students if they remember the parts of writing workshop that we talked about yesterday. What part are we in right now?

2. Today I want to spend some more time talking and practicing about what our writer's workshop will look like. We are going to talk about expectation that we should have of each other during writing workshop so that everyone can do their best during this time.

3. In order for everyone to stay focused and talk about some of those expectations we are going to keep track of them on this chart.

4. This chart can look similar to a daily 5 I chart. Here are some of the things to consider putting on the chart.

Chart title: Writing Workshop expectations/rules

- where do students meet for mini lessons
- where will students work on independent writing
- guidelines for a quiet room
- using materials (review from previous day)



- rules for getting up/leaving
  - hand signals?
  - what to do if you think you are done writing?
  - what to you do when the teacher is busy?
  - ways to stop distractions
5. After discussion have students turn and talk to a partner about why we need these rules and expectations?

### Day Six

SWBAT generate ideas for writing

Standards: W.3.2, L.3.2e, L.3.2g

1. Begin the lesson by have students turn a talk ( this is a good time to model) to a neighbor about some of their favorite things to write about. Then signal children back and have a few share some ideas.
  2. Then tell students that writers write about all kinds of things. Sometimes writers get ideas from other writers. Or sometimes writers jot down whatever idea comes into their head. Today we are going to spend some time writing down our ideas. These are called "Topics".
  3. Display the organizer on the smart board (Topics I can write about). Explain that this is an organizer where they can jot down their ideas when they think of them. Review the four boxes and explain that they call fill them out using words, pictures or both.
  4. Let students know that you are going to listen and work as a group right now to model some ideas. Ask students to tell you a fiction topic, something from their imagination that they could write about. Be sure to have them use describing words too. (scary monster or terrifying monster) You can also draw a small picture beside the words.
  5. Continue to do this for the other boxes as well. In the last box, tell students to circle at least six kinds of writing that they would like to try.
  6. Let students know that they are going to take a few minutes and work on filling out their own organizer. Have a student explain what needs to be done.
  7. After some time signal students attention. Remind them that earlier we said authors also learn from other authors. So now we are going to take some time and listen to some ideas that their classmate came up with. If they like an idea they can add it to their organizer.
- Assessment: collect and review ideas. Then staple it into their writing folder/notebook

**Day Seven:** SWBAT identify the steps in an entire writing process

Standards: 3.2.3.d.2

1. We've been talking a lot about writing. We've gone over the everyday parts of writing workshop and the rules and expectations. Today we are going to discuss the writing process. These are the steps that every writer takes even Dr. Seuss, Jeff Kinney, J.K Rowling and you and me!

2. Turn and talk to your neighbor. What are some steps that you think every writer follows? Allow students to share ideas and record them on smartboard.

3. Then ask students if they think that these steps in to be done in a special order or can we just do them however we want? Right they need to be completed in a special order. Display the "Where are you in the writing process pie chart" and talk about each number and what it means. You may want to create a chart that tells the children what each step means after you discuss it.

Example:

1. Planning- gather ideas about what you want to write about
2. Writing- working on actually writing about your ideas
3. Reading it over- reading it again making sure you didn't forget something important
4. Editing- Anything that would make your writing look better (capitals, punctuation, spelling)
5. Revising- Anything that would make your writing **sound** better and make more sense.
6. Rereading again- Reading something once is never enough
7. Illustrating and publishing work- making a cover and have a final error free copy.

4. On sentence strips around the room have the 7 steps of the writing process spread out and visible to students. (Make sure you cover the chart you make earlier while discussing the steps) Tell the students that you are going to read some clues out loud to them that have to do with the 7 steps of the writing process and they have to figure out which one you are talking about. When they think they know they need to go stand by the sentence strip with the correct step written on it. Here are the clues:

- o this step makes your writing sound better and make more sense(revising)
- o when im fixing my spelling, capitals and punctuation im on this step(editing)
- o if I'm on this step you'll see me reading to make sure I didn't leave something out(rereading)
- o if i'm gathering ideas i'm doing this step(planning)
- o i have a cover and error free copy so i must be on this step (illustrating and



publishing)

- o reading something only once is never enough (rereading again)

5. Explain that each student will get their own chart and will use it as a self monitoring tool when they write to keep track of what part of the writing process they are on.

6. If time allows let children color their chart and you can play the writing process brainpop.com clip.

Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

Month/Marking Period	Story/Lesson Independent, pairs, or read aloud	Comprehension Strategy/Skill	Vocabulary	Fluency- Repeated Oral Readings Reader's Theater Cold Reads- 1 a month	Word Work/Phonics	Writing-Grammar	Mentor Texts
Marking Period 1  September week 4	A Fine Fine School	Strategy: Monitor/Clarify  Strategy: Summarize  Skill: story structure By using main idea and detail	Principal Strolled Proud Worried Sored Announced Fine Certainly	Repeated Oral Reading (4 x's timed)	Short vowels a, e, i, o, u  Words with the vccv	Simple sentences	Chester's Way
October week 1 and 2	Trial of Cardigan Jones	Strategy: Monitor/Clarify  Strategy: Inferencing  Skill: By analyzing the author's word choice Skill: Using Background knowledge	Convinced Trial Jury Guilty Pointed Honest Murmur Stand	Readers Theater: leveled scripts, and written scripts (These happen homogeniously during centers, and during booster weeks.)	Long vowels A, e, i, o, u  Words with the VCe pattern	Kinds of sentences	A portion of The Stories Julian Tells.



Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

October week 3	Pop's Bridge	TC+BK=I Strategy: Inferring Strategy: Predicting and Adjusting Predictions TC+BK=I	Balancing Tide Crew Disappears Foggy Stretch Excitement cling	Readers Theater: leveled scripts, and written scripts (These happen homogeniously during centers, and during booster weeks.)	Long O Spelling oa, ow	Common and proper nouns	Sweetest Flg by Chris Van Allsburg
October Week 4	Amos and Boris	Comprehension Strategy/Skill	Vocabulary Backwashes Navigation Enterprise Luminous desperately Mate Rumbled vast	Fluency- Repeated Oral Readings Reader's Theater Cold Reads- 1 a month	Word Work Phonic s	Writing- Grammar Verb tenses	I'm In Charge of Celebrations
October week	Bat Loves the	Strategy:	Twitch		Words with	What is a verb	Thunder Cake

Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

5 And November week 1	Night	Questioning Students ask and answer questions	Detail Swoop Slithers Squeak Dozes Exhoes snuggles	the vcv pattern  Suffixes able-ible	by Patricia Palacco
November week 2 and 3	Tops and Bottoms	Strategy: Monitoring Predictions and Adjusting  Skill: Theme  Skill: Author's  Skill: Purpose Point of View	Risky Grunted Crops Profit Scowled Plucked Tugged hollered	Homophones  idioms  Writing quotations	Owl Moon by Jane Yolen.
Month/Marki ng Period	Story/Lesson Independent, pairs, or read aloud	Comprehensio n Strategy/Skill	Vocabulary	Word Work/Phonic s	Writing- Grammar
Fluency- Repeated Oral Readings Reader's Theater Cold Reads- 1 a month					
Marking Period 2 November week 4	Booster week	Shades of Meaning Synonyms  Antonyms		Vowel Ow and ou	Abstract nouns





Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

<p>December week 2 and 3</p>	<p>Stone Fox Christmas Tapestry/On demand writing</p>	<p>Strategy: Student Generated Questions and Answers Strategy: Evaluating: Skill: determining importance vs. unimportant details</p>	<p>Acre Irrigation Strongbox Mature Ricocheting Derringer</p>		
<p>December week 3 in Writing</p>		<p>On demand writing grammar review during rotations. Have students reread 3 stories from the year. 2 with a partner 1 by themselves.</p>			
<p>January week 1 and 2</p>	<p>Thomas Edison</p>	<p>Skill: Analyzing text features Strategy: Using nonfiction text features</p>	<p>Signal Genius Gadget Invention Laboratory Experiment Occasional</p>	<p>Words with au, aw, al, and o</p>	<p>Pronouns and antecedents</p>
					<p>Scholastic News/Who Was</p>



Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

			Electric						
<b>Month/Marking Period</b>	<b>Story/Lesson</b> Independent, pairs, or read aloud	<b>Comprehension Strategy/Skill</b>	<b>Vocabulary</b>	<b>Fluency-</b> Repeated Oral Readings Reader's Theater Cold Reads- 1 a month	<b>Word Work/Phonics</b>	<b>Writing-Grammar</b>			
January Week 3	Aero and Officer Mike	Strategy: Summarize Skill: Author's purpose and point of view *Why did the author choose to use this section? *How would it be different if the story was from Mike's point of view?	Lying, loyal, partners, shift quiver, patrol, ability, snap		Words with ar, or, are Prefixes im and in	Pronoun-verb agreement			NEWSELA article Service Dogs Help Many People
January Week 4 and 5	Roberto Clemente	Strategy: Visualize	Stands Score		Long i spelled igh, i, ie	Plural nouns with s and es			Tuesday by David

Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

				Fans League Skimmed Pronounced Style polish		Prefix mis		<b>Weisner</b>
<b>Month/Marking Period</b>	<b>Story/Lesson</b> Independent, pairs, or read aloud	Skill: Identify words that the reader can draw	<b>Comprehension Strategy/Skill</b>	<b>Vocabulary</b>	<b>Fluency-</b> Repeated Oral Readings Reader's Theater Cold Reads- 1 a month	<b>Word Work/Phonics</b>	<b>Writing-Grammar</b>	
February Week 1	The Journey of Oliver K. Woodman	Skill: Strategy: Analyze and Evaluate ?						Thank you Mr. Falker
February Week 2/3	Two Bear Cubs	Strategy: Summarize Skill: Story Structure						House for Hermit Crab
February week 4	Boy Were We Wrong	Strategy: Inferring Skill: Students are Drawing						Bedhead



Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

Month/Marking Period	Story/Lesson Independent, pairs, or read aloud	conclusions and asking questions	Vocabulary	Fluency- Repeated Oral Readings Reader's Theater Cold Reads- 1 a month	Word Work/Phonics	Writing-Grammar	
March Week 1 and 2	The Journey: Stories of Migration	Skill: Analyzing text features Strategy: Using nonfiction text features				ISurvived	
March Week 3 and 4	Dog Of The Sea Waves	Strategy: Analyzing and Evaluating Skill: Comparing and Contrasting					
April week 1	Good luck Spring Break						
April week 2		Test Prep					

Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

Month/Marking Period	Month/Marking Period	Test Prep/Booster week	*Author's study?	Root words	Words with k and kw	Helping verbs and the verb be
April week 3 and 4	February Week 3 2/21					National Geographics
April Week 4 May week 1	Albertosaurus Mystery	Strategy: Analyzing and Evaluating Skill: Determine Importance	Suffix iy	Words with /j/ and /s/ and vcccv pattern	Adjectives that compare	
May Week 2	Because of Winn Dixie	Strategy: Monitor/Clarify Strategy: Summarize Skill: story structure By using main idea and detail				
	Story/Lesson Independent, pairs, or read aloud	Comprehension Strategy/Skill	Vocabulary	Word Work/Phonics	Writing-Grammar	
May week 3	Because of Winn Dixie	Strategy: Monitor/Clarify	Fluency- Repeated Oral Readings Reader's Theater Cold Reads- 1 a month			



Strategy and Skill Scope and Sequence in 3rd Grade 2019-2020

		<p>Strategy: Summarize</p> <p>Skill: story structure By using main idea and detail</p>					
<p>May week 4 and June week 1</p>	<p>Because of Winn Dixie</p>	<p>Strategy: Monitor/Clarify</p> <p>Strategy: Summarize</p> <p>Skill: story structure By using main idea and detail</p>					
<p>June week 2 and 3</p>	<p>Fourth Grade Rats</p>	<p>Strategy: Monitor/Clarify</p> <p>Strategy: Inferencing</p> <p>Skill: By analyzing the author's word choice Skill: Using Background knowledge TC+BK=I</p>			<p>ed/ing</p> <p>Pre-fix non</p>	<p>Adverbs that compare</p>	

**Comprehension Strategy:**

**Supporting Mini-Lesson:**

1. These short (5-15 minutes) mini-lessons will be modeled by the teacher so that the students can replicate the thinking during the reading of Journeys stories across multiple days.
2. Lesson Template for Whole Group Comprehension
  - A. Teacher directed 5- 15 minute mini lesson
  - B. Model using a mentor text to show and teach exactly what the strategy looks like during reading
  - C. Student Guided work - 15-20 minutes using Journeys (independent, pairs or groups) to implement the strategy modeled
  - D. Student center share - 5 minutes, interactive discussion of strategy and story read

Monitor & Adjust

1. HMM... Oh....
  - a. 2 column graphic organizer, Sticky Notes or readers' notebook
  - b. Teacher will read short part of mentor text and model with no student involvement and say hmmm (jot down for higher kids) a hmmm sticky note when she gets confused. Teacher will explain that strong readers read on until they understand. Teacher will read on until she understands and says "Oh!" and the makes the sticky.
2. Say Something or Ask Something
  - a. At the end of a section of a mentor text or Journeys story, the teacher will model lifting her head and looking away from the text and Say Something about the text (I think the most important part

was..) If they can't say something they should ask themselves something and reread for better comprehension.

3. Above and Below
  - a. Teacher reads a section of the mentor text or Journeys story, and stops and identifies the unknown vocabulary word, the tricky word, or difficult section. Teacher explains that you go back and read the section above the section; and read after the section.

### Ask & Answer Questions

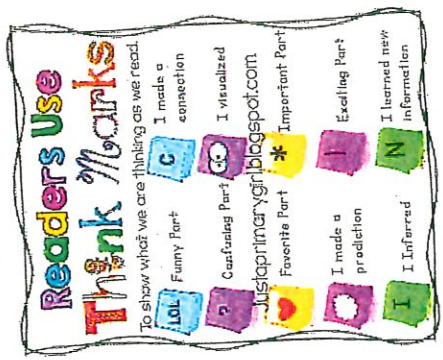
1. RAP (read, ask, paraphrase)
  - a. Teacher will read short part of mentor text and model with no student involvement the three steps involved. Teacher will be reader 1 and reader 2 for the purpose of the lesson. The teacher will read a section and ask herself out loud the 5 W's and 1 H and use those answers to write or say 1. paraphrased sentence before moving on. If 3/6 questions can't be answered that is the teacher's sign to reread. If the teacher can, she paraphrases and moves on.
2. I wonder...I know
  - b. 2 Column Graphic Organizer, Sticky Notes or Readers' Notebook
  - c. Teacher will read a short part of a mentor text and model with no student involvement and say I wonder (jot down for higher kids) and I wonder sticky note when she has a question she wants answered as she reads further. Teacher will explain that strong readers read on until they understand. Teacher will read on until she finds an answer to her I wonder question or can create a new question. Kids should be stating comments like "I'm confused." "I have an answer."

3. 20 Questions 5-10-5



	<p>a. The teacher will read an entire mentor text modeling how to ask meaningful, higher-order thinking questions before, during, and after reading with no student involvement.</p>
<p>Infer</p>	<p>1. TC + BK = I I read...and I know...so then it must mean...</p> <p>a. The teacher will read a section of mentor text and stop and jot text clues that makes her wonder.</p> <p>b. As reading continues, teacher will model thinking through her background knowledge that helps her connect to the text clue that the author gave. For example: The text says that it is too good to be true. Teacher should say that my mom has always taught me that if something is too good to be true then it must be! So this raises my red flag.</p> <p>c. Make sure to teach lesson about background knowledge prior to visualizing and inferring.</p>
<p>Summarize &amp; Synthesize</p>	<p>RAP (read, ask, paraphrase) (fiction)</p> <p>1. Non-fiction Pyramid</p> <p>a. While the teacher reads a nonfiction text, she will create a new pyramid during her think alouds modeling the thought process to find the big idea and differentiating that the chapter titles are often the main ideas. As nonfiction features change, the teacher will add ideas to the second level of the pyramid and continue to read only jotting important details that support learning about the big idea. Place each detail under each matching main idea.</p>

1. Text-Coding (PINS)
- a. Students are able to identify multiple strategies they used in different parts of a text by coding.



- b.
- 2. Important vs Cool

  - c. As we read, the teacher will model identifying important information and information that can be cool, but not necessary to the understanding of the text.

1. Finger, Mouth, Eyes
- a. Put your finger on the first letter, get your mouth ready, look at the picture

2. Chunks/syllables
- a. Finding small words in bigger words, finding syllables.

Prefix/root/suffix

Knowing How Words Work

## RAP

**Objective:** TLW use buddy reading/RAP strategy to monitor and summarize comprehension after each section of text.

### Procedure

1. Teacher explanation- What is the strategy and how does it help comprehension?
2. **MODEL** for the students using a fish bowl technique with a grade level story
3. Pair off the students and assign the page range and reader #1 #2 (if completed early, have students go back and reread silently)
4. Walk the room and take anecdotal notes on students' reading, questioning, answering and summarizing for future small group instruction

**Evaluation:** Group discussion and recording of the Paraphrased results for each section



## Non-Fiction Pyramid

**Strategies: Summarization, Determining importance, Synthesize**

**Objective:** TLW use a graphic organizer to summarize during/after the reading activity

### Procedure:

Preview, predict & read the text

In pairs or small groups, students use information from the text to fill in the pyramid. Students must decipher and organize information by BIG Idea, Multiple main ideas, and most important details.

Differentiate Instruction: Some groups may use the text for help. Other groups may pull from memory. (During vs. After) Chart information on chart paper, one per group.

Teacher will use all groups' input to make a class pyramid to represent class comprehension of the reading

Evaluation: Listen to group discussions and justification as to why information was selected and placed in certain categories

## **Self-Questioning:**

**Strategies:** Asking and answering questions, monitoring and evaluating

**Objective:** TLW use questions before (5), during (10) and after (5) reading to closely comprehend the text.

### **Procedures:**

- Teacher explanation- What is the strategy and how does it help comprehension
- Teacher models the questioning strategy and questioning words using the big chart while students are in whole group
- Introduce the book. Ask and MODEL "before" questions
- Picture walk/predict. Add more "before" questions
- Begin reading and stop and jot "during" questions.
- After reading add more "after" questions and have a summary discussion
- Review the purpose for questioning

### **Evaluation:**

The students answer the class questions and use the information to summarize.

## Inferencing:

poems with a missing title

Feeling Cards

Guess What I Am Thinking

What Am I Doing?

### Feeling Cards: In Your Back

**Objective:** TLW use students' clues (oral or written) to infer what feeling or event is written on their back.

### Procedure:

- Explain inferences by MODELING the meaning of reading between the lines
- Create a class chart of feelings through read alouds and group discussions
- Pin a feeling card to one student's back without the student seeing the card
- Allow all students to see the card and think of clues for the target child
- Have students describe the emotion or event without using exact words
- Prompt the child to infer what the feeling may be "on their back"

### Evaluation:

Have students discuss feelings of characters or implied events while reading text and ask them to point to text clues that allowed them to make their inference.