Unit 1- The Writing Community

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Essential Questions

● How do we develop into effective writers?
● What role does writing play in our lives?
● What is the purpose of applying grammar, mechanical skills, and correct spelling?
● How do writers use language to effectively communicate their desired purpose in a piece of writing?

Big Ideas

● Students begin to see themselves as contributing members of a caring writing community.
● Students hear and discuss examples of good writing and begin to learn about the writing practice of professional authors.
● Students explore prewriting techniques and write freely in their writing notebooks about things that interest them.
● Students learn cooperative structures that they will use throughout the year, as well as discussion prompts to help them listen and connect their comments during class discussions.
● Students also confer with one another about their writing.

Enduring Understandings

● RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
● RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
● RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

● RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
● RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.
● RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
● 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. 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.
● 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.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Spelling and Handwriting

Spelling:
Review 2nd grade phonics concepts

Handwriting Goals:
● Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
● Teachers will provide 3 stages of instruction:
○ Stage 1 Direct Instruction- Watch someone form a letter first, and then

write it.
○ Stage 2 Guided Practice-Look at a letter and then write it
○ Stage 3 Independent Practice - Write without watching someone or seeing the letter

Assessments

- Beginning of the year writing sample
- Student responses on conference notes record sheets

Writing Piece Rubric

Resources

- Hey, Wall: A Story of Art and Community
- Watercress
- Bookjoy, Wordjoy
- Atlantic
- Our Oceans
- Hello Ocean/Hola Mar