

Unit 2- The Writing Process

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Resources

- “Dav Pilkey’s Writing Process”
- Hey, Wall: A Story of Art and Community

Assessments

- Individual Writing Assessment
- Individual Writing Assessment - Class Record
- Student Self-assessment record sheet

Spelling and Handwriting

Spelling:

Spelling List 1- Short Vowel sounds and consonant blends

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
- Begin Unit 1 lower case Magic C letters : c, a, d ,g

Enduring Understandings

- 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.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..
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Big Ideas

- Students learn about the writing process by working with pieces of writing from their first drafts through publication.
- Students select drafts to develop and publish.
- Students reread their work critically and revise it, replacing overused words with more interesting ones and exploring strong opening sentences and effective titles.
- Students learn procedures for proofreading for spelling and conventions. Students write final versions, publish them as books, and present their books to the class from the Author's Chair.

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?

