Unit 2- The Writing Process

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

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.

Assessments

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

Writing Piece Rubric

Resources

● "Dav Pilkey's Writing Process"

- Hey, Wall: A Story of Art and Community