

# Unit 8- Revisiting the Classroom Community

Content Area: **Language Arts**  
Course(s): **E/LA 3**  
Time Period: **Marking Period 4**  
Length: **1 week**  
Status: **Published**

## Essential Questions

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- How have we grown as writers this year?
- What can we do to further our growth as writers?
- 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

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- Students review the writing they have done this year and reflect on their growth as writers and as members of the classroom writing community.
- Students write letters to next year's class about what it means to be a writer, reflect on and write about a favorite author, and plan their summer writing.
- Students thank their classmates for supporting them this year, and they express interest in and appreciation for one another's writing and thinking.

## Handwriting and Spelling

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### 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
- Review all cursive writing skills as students write in cursive fluently.

### Spelling:

## Enduring Understandings

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- 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.

## Assessments

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- End of Year Writing Assessment

Writing Piece [Rubric](#)

## Resources

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- Student writing pieces to reflect on