

# Trimester 1 Writing

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **Trimester 1**  
Length: **16 weeks**  
Status: **Published**

## **Unit Overview**

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### **Essential Questions**

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How can I generate ideas for writing and formulate a plan?

What do I need to consider when creating a draft?

Why should I revise and refine my writing?

What should I do when I edit?

Who do I consider when I write?

How do good writers express themselves?

How do writers develop a well-written product?

How do rules of language affect communications?

Why does a writer choose a particular form of writing?

### **Content**

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#### **Unit 1: Personal Narrative**

Completing a graphic organizer

Brainstorming, drafting, revising, editing, publishing

Leads

Show Not Tell

Become storytellers

Commas and quotations

Dialouge

Using editing checklists

### **Beginning of the year writing prompt**

Describe a family vacation

### **Test Practice Prompt**

## **Narrative Writing Task**

Everyone knows Riley is a special dog, but few people knew how special he is until one day last week. That day, Riley showed just how amazing he really is. On that day, Riley did something that people will talk

about for years.

Write a story about the day Riley showed that he is an amazing dog.

### **The Classroom Connection Pen Pal Program**

## **Skills**

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Generate ideas to write a true story.

Use a storyteller's voice in the writing; tell stories, not summaries.

Edit as we write.

Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closing, and using dialogue

Brainstorm topics

Identify the parts of a good story: beginning, middle, and end

Draft a first piece focusing on the beginning, middle, and end of story

Sequence events.

Complete a blind writing prompt using paragraphs, sentence structure, and focusing on the main idea.

Single word transitions (first, next, last).

Simple phrases for transitions (in addition to, one last thought).

## **Assessments**

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First district writing assessment

Student revised and edited personal narrative

Individual conferencing

Final draft (using rubric)

Blind writing prompt (using rubric)

Parts of a friendly letter checklist

## **Lessons/Learning Scenarios**

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Terminology: brainstorming, graphic organizers, focus, audience, purpose, entertain, letter, friendly letter, chronological order, sensory details, rubric, dictionary, thesaurus, checklist, peer/teacher conference, statements, questions, commands, exclamations, draft, publish, share, word choice.

- Beginning of the year writing prompt
- Pen pal letters
- Test Prep Writing prompt
- Writer's Workshop

## **Writer's Workshop**

Personal narrative writing prompt (small moments)

Finding ideas and Writing up a storm

Writing with Independence

Pausing to Ask, "How Am I Doing?"

Editing as We Go: Making Sure Others Can Read Our Writing

Rehearsing: Storytelling and Leads

Revising by Studying What Other Authors Have Done

Paragraphing to Support Sequencing, Dialogue

Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence

Drafting: Writing from inside a memory

Commas and Quotation Marks: Punctuating Dialogue

Writer's Revise in Big, Important Ways

Using Editing Checklists

Identify features of a personal narrative

Plan and organize a personal narrative

Draft and revise a personal narrative

Proofread, publish, and present a personal narrative (typed)

## Standards

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CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCSS.ELA-Literacy.L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
CCSS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCSS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-Literacy.RL.3.7	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).
CCSS.ELA-Literacy.SL.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.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules 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).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-Literacy.SL.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.

## Resources

Lucy Calkins' Writer's Workshop mentor text

Lucy Calkins' Resources CDROM

Dictionary

Thesaurus

graphic organizers

Brain Pop/ Brain Pop Jr.