Trimester 3 Writing

Content Area: **English Language Arts**
Course(s): **English Language Arts 1**
Time Period: **Trimester 3**
Length: **16 weeks**
Status: **Published**

Unit Overview

Essential Questions

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 does process shape the writer's product?

How do writer's develop a well written product?

How do rule of language affect communications?

Why does a writer choose a particular form of writing?

Content

Unit 3: Opinion Writing

What does it mean to be persuassive?

Voice Over

Building Thesis Statements

Completing a graphic organizer

Brainstorming, drafting, revising, editing, publishing

Using editing checklists

Using transisitonal words

Revise Speeches before Presenting

<u>Test prep prompt</u>

<u>Pen Pal Program</u>

<u>Living History Museum</u>

Skills

Friendly Letter Writing

Research

Writing with Strong, Bold Thesis Statements

Posing Questions for Audience

Making Action Plans

Learning from Other Writers

Transferring and Applying All We Know as We Write

Being Our Own Problem Solvers

Helping Group Members Work Towards Their Personal Goals

Using Partners to Help Proofread

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).

Using tranaction word

Writing conclusions that leave readers understanding what they just read.

Assessments

Student revised and edited informational piece

Individual conferencing

Final draft (using rubric)

Blind writing prompt (using rubric)

Parts of a friendly letter checklist

Poem (using rubric)

Lessons/Learning Scenarios

Unit 3: Opinion Writing

Practicing Persuasion

Drawing on repertoire of strategies for generating opinion writing: Writing with Independence

Considering an audience to say more

Editing as you go: Making sure your audience can always read your drafts

Taking stock and setting goals

Gathering all you know about your opinion

Organizing and catergorizing

For example: Providing by Showing

By Considering Audience, Writers Select and Discard Material

Paragraphing to Organize our Drafts

Choosing Words that Sound Right and Evoke Emotion

Inquiry into Petitions

Becoming Your Own Job Captain

Revising Your Introductions and Conclusions to Get Your Audience to Care

Taking Stock Again: Goal Setting with More Independence

Tackling a Cause

Becoming Informed about a Cause

Getting Our Writing Ready for Readers

<u>Living History Museum</u> (complete before testing)

Research famous person

Write first draft using critera checklist

<u>Poety Writing</u>

Introduction to poetry

Different kinds of poems

Create a poem

<u>Blind Writing Prompt</u> *(before testing**)**

Picture Prompt: Create a story using only the picture provided

<u>Classroom Connection Pen Pal Program</u>

Standards

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.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.c	Use abstract nouns (e.g., childhood).
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCSS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
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.3.7	Conduct short research projects that build knowledge about a topic.
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.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
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.3.2	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.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Resources

Lucy Calkins' Writer's Workshop mentor text

Lucy Calkins' Resources CDROM

Dictionary

Thesaurus

graphic organizers

Brain Pop/ Brain Pop Jr.