

# Trimester 2 Writing

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **Trimester 2**  
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 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?

What kinds of words do I need to capitalize? (proper nouns, months, days of the week, product names)

When do I use punctuation? (including: dialouge, commas, colons, apostrophes)

### **Content**

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#### **Unit 2: Informational Writing**

Completing a graphic organizer

Brainstorming, drafting, revising, editing, publishing

Using editing checklists

Using transisitional words

## **Test Practice Prompt**

### **Skills**

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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

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).

Using transaction word

Writing conclusions that leave readers understanding what they just read.

Integrating Technology to Enhance Text Features.

### **Assessments**

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Student revised and edited informational piece

Individual conferencing

Final draft (using rubric)

Blind writing prompt (using rubric)

Parts of a friendly letter checklist

### **Lessons/Learning Scenarios**

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#### **Unit 2: Informational writing**

The power of organizing and reorganizing

New structures lead to new thinking

Organization matters in in text large and small

Studying mentor texts in a search for elaboration strategies

Making connections within and across chapters

Balancing ideas and facts from the start

Researching facts and ensuring text accuracy

Creating introductions through researching mentor authors

Taking stock and setting goals

Putting oneself in readers' shoes to clear up confusion

Using text features makes it easier for readers to learn

Punctuating with paragraphs

Revising from self-assessments

Crafting speeches, articles, or brochures using information writing skills

Bringing all you know to every project

### **Test prep prompt**

#### Grade 3 Expository Writing Task

In the poem “It’s Raining Pigs and Noodles,” the speaker tries to make a rainy day more enjoyable. Think about something you could do to make a rainy day more lively. Write a composition about what you could do.

In your composition, be sure to

- explain why some people think rainy days are boring.
- describe what you would do to improve a rainy day.
- analyze why your idea would make a rainy day more lively.

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

## 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.h	Use coordinating and subordinating conjunctions.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
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.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
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.RI.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.
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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.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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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.RL.3.8	(Not applicable to literature)
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
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.3.2	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.
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.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Resources

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Lucy Calkins' Writer's Workshop mentor text

Lucy Calkins' Resources CDROM

Dictionary

Thesaurus

graphic organizers

Brain Pop/ Brain Pop Jr.