

Grade Three English Language Arts Unit 1 Writing

Subject(s)	Writing
Unit of Study	Unit 1: Memoir/Narrative Writing (Correlates with Reading Unit 1: How Characters Change)
Pacing	30 days

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.
 CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.
 CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
 CCR.3.W.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.
 CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCR.3.W.3.a ESTABLISH a situation and introduce a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.
 CCR.3.W.3.c USE temporal words and phrases to signal event order.
 CCR.3.W.3.d PROVIDE a sense of closure.
CCR.3.L.1.a EXPLAIN the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 CCR.3.L.1.e FORM and USE the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCR.3.L.1.f ENSURE subject/verb and antecedent agreement.
 CCR.3.L.1.i PRODUCE simple, compound, and complex sentences.
 CCR.3.L.2.d FORM and USE possessives.
CCR.3.L.2.f USE spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3a <ul style="list-style-type: none"> Personal memories How to establish a situation Narrator Characters Event sequence that unfolds naturally 	W.3a ESTABLISH (a situation in writing with personal memories) INTRODUCE (a narrator and/or characters in writing) ORGANIZE (write an event sequence that unfolds naturally)	6 3 3
L.1a <ul style="list-style-type: none"> Parts of Speech Function of nouns, pronouns, verbs, adjectives, and adverbs Parts of speech in sentences 	L.1a IDENTIFY (the function of nouns, pronouns, verbs, adjectives, and adverbs) EXPLAIN (the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences)	1 2
L.1f <ul style="list-style-type: none"> Subject-verb and antecedent agreement 	L.1f ENSURE (subject-verb and antecedent agreement)	4
L.2f <ul style="list-style-type: none"> Spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) 	L.2f APPLY (spelling patterns and generalizations [e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts] in writing.)	3

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Essential Questions	Corresponding Big Ideas
1. How do writers tell their personal story?	1. Writers develop memoirs by choosing a time in their lives, and creating a narrator, characters and events to tell their personal story.
2. How do writers know when to use words?	2. Writers identify the parts of speech to help them understand when to use words.
3. How do writers edit their sentences to be sure that they are clear?	3. Writers edit their sentences for subject verb agreement and spelling to be sure they can be understood by others.

Standardized Assessment Correlations (State, College and Career)
<u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

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Learning Activities

Focus of Unit

- Creating a writing environment
- Writing narratives including establishing a situation and organizing event sequence
- Identifying and explaining parts of speech, using subject-verb agreement
- Producing simple, compound, and complex sentences

Activities

Notes:

1. Follow Sitton Scope and Sequence
2. The *Fundamentals of Writing* Unit: How Writer's Work will be used throughout this unit. Students will learn basic routines and rituals for a Writer's Workshop as they learn more about the writing process and the different reasons for writing. Students will personalize a writing notebook and will learn about themselves as writers. Students will share often and will confer with teacher as needed throughout the unit. Lessons from the *Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed. Student Performance Checklist: pages 74-75, Where Are My Students in the Writing Process (Formative Process): pages 76-77, and Narrative Writing Rubric page 78-79 and Opinion Writing Rubric pages 80-81.
3. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the How Writer's Work writing unit. These words should be incorporated into writing instruction. Teachers may choose to replace mentor texts with alternative titles.
4. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons. Offer student choice should students want to bring drafts to publication (i.e., handwritten, word template and pictures, slideshow).

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5. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
- Lesson 20, pages 120-171 and Lesson 21, pages 172-177 (W.3)
 - Lesson 30, pages 238-243 (L.1f)
- Follow Immersion Lessons from *Fundamentals of Writing* Unit: How Writer's Work Pages 19-37 (Mentor Text Summaries Found on pages 17-18.)
 - *Why Is Writing Important?* Uses all mentor texts, focusing on Miz Berlin Walks by Jane Yolen, to help students contemplate why writers write.
 - *You Are A Writer:* Investigates what it means to be a writer and how to develop ideas through the writing process. (If You Were a Writer by Joan Lowery Nixon)
 - *Writing To Remember:* Students will understand how reflecting on experiences is a way writers can remember meaningful events from their past. (The Paperboy by Dav Pilkey)
 - *Writing To Persuade:* Demonstrates how writers use written word to persuade others. (I Wanna Iguana by Karen Kaufman Orloff)
 - *A Writer's Life:* Demonstrates how to use experiences and feelings to teach readers. (You Have to Write by Janet S. Wong)

Generating Ideas pages 38-45

- *Generating Ideas I: Meaningful Memories*
 - Students will generate ideas for writing after thinking about personal memories.
- *Generating Ideas II: The Power of Persuasion*
 - Students will generate ideas for persuasive writing and write about a topic they feel passionate about.

Selecting pages 46-49

- *Selecting: Choosing "The One"*
 - Students will select an idea from their writing folders to develop into a final piece.

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Collecting pages 50-52

- *Collecting: Gathering More About Your Idea*
 - Students develop descriptive language to include in their writing.

Drafting pages 53-57 (Provide additional time for students to write drafts.)

- *Drafting: What Do I Keep? Mapping Out My Piece*
 - Students will draft a story using a beginning, middle and a conclusion.

Additional Drafting and Revising Ideas

To help students **establish a situation**, teachers may choose to model the following strategies:

- Direct statement: *On Saturday I was hiking with Tom and Carl and we ran across a skunk.*
- Dialogue: “Do you smell something?” Carl asked.
- Snapshot: Everything seemed to stop at the same time. Carl stopped walking. Tom stopped talking. They both just stood there.
- Series of words: Dogs, skunks. Not a good mix.

To help students practice **sequence**:

- show students a draft of a student narrative alongside the revised version. Discuss the words and phrases that signify event order.
- omit the sequencing words from a piece of writing by a student or using an additional text. Have students fill in possible transition words that would help the story flow.

To help students **bring story to closure**, teachers may choose to model the following strategies:

- Reaction: Tell how you feel about the content
- Circle back to the beginning: Return to the opening image or scene.
- Surprise: Surprise the reader

Revising pages 58-61

- *Revising: Captivate Your Audience*
 - Students will revise their work with a partner using a revision checklist.

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Note: The following lessons are from *The Fundamentals of Grammar and Conventions*

- Unit 1, Lesson 5: *Capitalizing the World*: pages 17-19
 - Students will use capitals when writing the names of geographic places and months.
- Unit 1, Lesson 6: *A “Capital” Review*: pages 20-22
 - Students will review capitalization rules and apply them to their writing.
- Unit 2, Lesson 3: *The Apostrophe’s Two Jobs*: pages 31-35
 - Students will learn how to use apostrophes.
- Unit 2, Lesson 5: *Punctuating With Apostrophes*: pages 39-43
 - Students will review the use of apostrophes and use them correctly in writing.

Additional Editing Ideas

Editing Circle: Teams can meet to provide editing support for an entire group. Select a group of three to five students to work with you in a Fishbowl that allows the other students to observe. Select a teacher or student writing sample containing errors of conventions.

1. Participants sit in a circle around a document camera or Promethean Board as the class looks on. Provide each student in the circle with a different color pencil.
2. Each participating student is guided to edit the piece with a different convention (i.e., one student would focus on editing capital letter while another student would focus on punctuation). The outside circle will continue to observe.
3. After the demonstration guided by teacher, ask all participating students to bring their own writing piece and model how the process would work if all students were having papers edited (others still remain in outside circle):
 - Small groups would sit in a circle and pass papers to the left. Each student would be assigned an editor role and would use a different color pencil to make recommended editions. Pass the paper again to the left and continue same process until group is done (limiting 2-3 minutes for each paper).
 - Once papers are back to the original authors. Students read through the edits and ask the group questions as needed.

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Editing pages 62-65

- *Editing: Checking My Conventions:*
 - Students will edit their work using an editing checklist to improve clarity and accuracy.

Publishing pages 66-69 (Note: Students may choose to publish writing.)

- *Publishing: Showing Off My Work*
 - Students will publish their work and will include a Dedication and/or About the Author page.

Evaluation

- *Student Self Reflection*
 - Students will reflect on their learning and set goals towards becoming independent writers.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Audience- the person or group for whom a selection is written or performed
Capitalization- the process of beginning a word or group of words with uppercase or capital letters
Character- a person, thing or animal in a story
Closure- bringing to an end
Conclusion- the closing or ending of a written piece or performance
Description- words that are used to tell or write about something
Edit- to correct a written work, checking for grammar, spelling or punctuation errors
Event- a happening in a story
Event sequence- the order in which events occur
Future perfect verb tense- a perfect tense verb used to describe action that will be completed in the future
Irregular verb- a verb that does not follow common patterns in forming the past tense
Organizational structure- a logical or orderly framework or arrangement
Pacing- the appropriate development of events or ideas in narrative writing
Plan- a method for doing something that has been thought out ahead of time

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Publish- the final step in the writing process when the writer shares the work with others
Reflect- to express carefully considered thoughts
Revise- a step in the writing process used to improve the original work
Run-on sentence- a sentence in which two or more independent clauses are not properly joined by a semicolon or a conjunction
Sensory detail- a description using the five senses
Sentence- a group of words that express a clear thought
Subject-verb agreement- the agreement in number of a subject or verb
Temporal words- a word that signals order of events
Topic- the main thought or subject of a written work
Verb tense- a verb that indicates the time in which the action is performed
Writer's purpose- the reason or reasons an author has for writing a selection

Assessment	Performance Task
<u>Formal</u> Student Performance Checklist Narrative or Opinion Writing Rubric <u>Informal</u> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

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Unit 1 Writing**

Resources	Technology Resources
<p><u>Instructional</u></p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -Process Writing Framework -7 Story Parts -Core Word List <p><i>Fundamentals of Writing: How Writer's Work and Mentor Texts:</i></p> <ul style="list-style-type: none"> • <u>I Wanna Iguana</u> by Karen Kaufman Orloff • <u>If You Were a Writer</u> by Joan Lowery Nixon • <u>Miz Berlin Walks</u> by Jane Yolen • <u>The Paperboy</u> by Dav Pilkey • <u>You Have To Write</u> by Janet S. Wong <p><i>Fundamentals of Grammar</i></p> <ul style="list-style-type: none"> • <u>On the Same Day in March</u> by Marilyn Singer • <u>Someday</u> by Eileen Spinelli • <u>Swish</u> by Bill Martin Jr. and Michael Sampson • <u>The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!</u> by Lynne Truss • <u>I'm and Won't , They're and Don't: What's a Contraction?</u> by Brian P. Cleary <ul style="list-style-type: none"> -CROSSWALK Coach -Write on Track Student Copy <p><u>Teacher</u></p> <ul style="list-style-type: none"> -Student Assessment Data -<i>Fundamentals of Writing: How Writer's Work</i> -<i>Fundamentals of Grammar</i> 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>http://teacher.scholastic.com/writewit/mystery/bio.htm</p> <p>www.janeyolen.com</p> <p>www.janetwong.com</p>

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<ul style="list-style-type: none">-CRISS Manual-Guiding Readers and Writers by Fountas and Pinnell-<i>Sitton Spelling Sourcebook</i>-<i>CROSSWALK Coach</i>-<i>Write on Track</i> Teacher's Guide	
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Interdisciplinary Connections

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Unit 2 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 2: “How To” and Informational Texts (Correlates with Reading Unit 2: Linking Ideas with Information in Nonfiction)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.

CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCR.3.W.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.

CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.2. WRITE informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR.3.W.2.a. INTRODUCE a topic and GROUP related information together; INCLUDE illustrations when useful to aiding comprehension.

CCR.3.W.2.b. DEVELOP the topic with facts, definitions, and details.

CCR.3.W.2.c. USE linking words and phrases (e.g., *also, also, another, and, more, but*) to connect ideas within categories of information.

CCR.3.W.2.d. PROVIDE a concluding statement or section.

CCR.3.L.1.b. FORM and USE regular and irregular plural nouns.

CCR.3.L.1.h. USE coordinating and subordinating conjunctions.

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CCR.3.L.1.i. PRODUCE simple, compound, and complex sentences.

CCR.3.L.2.b Use commas in addresses.

CCR.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2a <ul style="list-style-type: none"> • Topic • Relevant information • Organizational pattern • Formatting devices (e.g., headings) 	W.2a INTRODUCE (a topic) GROUP (related information together) INCLUDE (illustrations when useful to aiding comprehension)	2 4 3
W.2b <ul style="list-style-type: none"> • Topic • Relevant information (e.g., facts, definitions, details) 	W.2b DEVELOP (the topic with facts, definitions, and details)	3
W.2c <ul style="list-style-type: none"> ○ Transition/Linking words (e.g., <i>also</i>, <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) 	W.2c USE (linking words and phrases to connect ideas within categories of information)	3
L.1h <ul style="list-style-type: none"> ○ Conjunctions (e.g., coordinating, subordinating) 	L.1h USE (coordinating and subordinating conjunctions)	3
L.1i <ul style="list-style-type: none"> ○ Sentence Structure (e.g., simple, compound, complex) 	L.1i PRODUCE (simple, compound, and complex sentences)	6

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. How do I organize and write an effective informative/explanatory piece of writing?2. Why do the rules of language matter?	<ol style="list-style-type: none">1. Writers of informative/explanatory texts examine topics and convey ideas and information clearly.2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities
<p>Focus of Unit <i>Optional:</i> Integrate grade specific content area topics (i.e., New England States, Animal Adaptations)</p> <ul style="list-style-type: none">• Writing informative/explanatory texts introducing and developing a topic, grouping related information and using linking words• Using coordinating and subjunctive conjunctions• Producing simple, complex and compound sentences <p>Activities:</p> <p>Notes:</p> <ol style="list-style-type: none">1. Follow Sitton Scope and Sequence2. The <i>Fundamentals of Writing</i> Unit: Literary Non-Fiction will be used throughout this unit. Students will learn the features of non-fiction writing as well as skills and strategies employed by non-fiction writers. Students will use creative devices to inform readers through the collection of information on a topic as well as planning and organizing their draft. Students will bring their writing to final publication and will be assessed using a Grade 3 Explanatory/Informational Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 136-138) as well as the Formative Assessment Notes when conferencing with students (pages 139-141).3. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of

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Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 6-14. Teachers should select from these words and incorporate into writing instruction.

4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.
 5. Lessons from the *Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.
 6. The following lessons from the *CROSSWALK Coach* address the following standards and can be imbedded throughout the unit:
 - Lesson 19, pages 160-165 (W.2)
 - Lesson 32, pages 250-255
- Follow Immersion Lessons from Literary Non-Fiction (pages 31-48) **Note:** Mentor Text Summaries may be found on pages 29-30. Teachers may choose to substitute Mentor Texts.
- *Nonfiction Writers Write What Is Real!:* Uses all unit titles to introduce students to characteristics of nonfiction writing with a focus on how one author examines her subject deeply.
 - *Illustrations that Inform:* Examines and explains how the visual aids help to improve understanding a topic. (Red-Eyed Tree Frog by Joy Cowley and The Beetle Alphabet Book by Jerry Pallotta)
 - *Precise Language and Vocabulary:* Examines how nonfiction writers use vocabulary to educate their audience. (How Big Were the Dinosaurs? by Bernard Most and The Beetle Alphabet Book by Jerry Pallotta)
 - *Nonfiction Writers Tell Stories:* Observes how sensory and descriptive details are used to engage readers. (Dinosaur by Sarah Walker and Samantha Gray)
 - *Organizational Features of Non-fiction:* Examines the reference function (nonfiction features) of non-fiction writing. (Tigress by Nick Dowson)

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Generating Ideas (pages 49-65)

- *Generating Ideas I: Nonfiction Writers Wonder About Their World:*
 - Students will brainstorm topics they are interested in.
- *Generating Ideas II: Nonfiction Writers Write Their Passions:*
 - Students will generate ideas for writing.
- *Generating Ideas III: Nonfiction Writers Write About Nature & Living Things:*
 - Students will use background knowledge to describe observations or experiences with nature and living things to generate ideas for writing.
- *Generating Ideas IV: Write What You Find Fascinating:*
 - Students will purposefully write about topics they are interested in.
- *Generating Ideas V: Writing Literary Non-fiction:*
 - Students will apply narrative techniques in literary non-fiction.

Selecting (pages 66-69)

- *Selecting: Choosing an Idea to Publish:*
 - Students will select an idea from their writing folders to develop into a published piece.

Collecting (pages 70-92)

- *Collecting I: A Plan for Research:*
 - Students will conduct research to build knowledge about their topics.
- *Collecting II: Nonfiction Writers Ask Questions:*
 - Students will formulate questions on a nonfiction-writing topic of their choice.
- *Collecting III: Organizing Information Under Content Headings:*
 - Students will organize and collect ideas for writing using headings.
- *Collecting IV: Nonfiction Writers Use Illustrations and Diagrams:*

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Students will sketch images/graphics to convey ideas clearly.

- *Collecting V: Finding A Purpose:*
 - *Students will examine how an author's purpose guides the structure, language and tone of their writing, and will compare two types of non-fiction books written on the same subject.*

Drafting (pages 93-107)

- *Drafting I: Choosing A Text Structure:*
 - Students will outline and organize the structure of their writing.
- *Drafting II: Organizing Our Information:*
 - Students will organize their writing.
- *Drafting III: Using Linking Words to Connect Ideas:*
 - Students will continue to draft their stories and will add linking words/phrases to help the readers move easily from one idea to the next.

Revision (pages 108-121) **Note:** Allow several days for students to revise their writing.

- *Revision I: A Close Look at Introductions:*
 - Students will analyze introductions of mentor texts to aide in revising their own writing using these effective techniques.
- *Revision II: Revising for Strong Voice:*
 - Students will present information using their own voice.
- *Revision III: Revision for Word Choice:*
 - Students will revise their work for strong verbs and descriptive words.
- *Revision IV: Content Specific Vocabulary:*
 - Students will use precise, content-specific words and definitions.

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Note: The following two lessons are from *The Fundamentals of Grammar and Conventions*:

- *Unit 3, Lesson 1: Varieties of Verbs:* pages 44-47
 - Students will learn how authors use verbs to bring sentences to life and practice using verbs in their own sentences.
- *Unit 3, Lesson 6: The Long and Short of Sentences:* pages 63-67
 - Students will vary the lengths of their sentences to give their writing rhythm and avoid sounding repetitive.

Editing (pages 122-127)

- *Editing I: Inspect Your Spelling:*
 - Students will edit for and correct spelling errors.
- *Editing II: Using an Editing Checklist:*
 - Students will work with a partner to inspect their writing for accuracy and clarity in grammar and mechanics.

Publishing (pages 128-132) **Note:** Use additional days for students to rewrite or type their final product and to share with class.

- *Publishing: Adding “About the Author” Information:*
 - Students will add biographical notes to their writing.

Student Self-Reflection (pages 133-135)

- *Self-Reflection:*
 - Students will reflect and self-assess their learning.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

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Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Vocabulary

Audience- the person or group for whom a selection is written

Clause- a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence

Closure- a bringing to and end; conclusion

Complex sentence- a sentence that contains one independent clause and at least one dependent clause

Compound sentence- two sentences joined by a conjunction to create a new sentence

Coordinating conjunction- a conjunction that joins two independent clauses

Edit- to correct a written work, checking for grammar, spelling or punctuation errors

Format- the organization or arrangement of something

Organizational structure- a logical or orderly framework or arrangement

Paragraph- a group of sentences that supports a main idea

Plan- a method for doing something that has been thought out ahead of time

Publish- the final step in the writing process when the writer shares the work with others

Reflect- to express carefully considered thoughts

Revise- a step in the writing process used to improve the original work

Sentence- a group of words that express a clear thought

Simple sentence-

Subordinating conjunction- a conjunction that is used to introduce a dependent/subordinate clause

Topic- the main thought or subject of a written work

Transitional word/phrase/clause- a word, phrase or clause that connects one idea to another

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Assessment	Performance Task
<u>Formal</u> -Informational/Explanatory Grade Specific Writing Rubric <u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<u>Instructional</u> -Student Work -Language Arts Addendum -Process Writing Framework -7 Story Parts -Core Word List - <i>Fundamentals of Writing</i> : Literary Non-Fiction and Mentor Texts:	www.schoolwide.com <ul style="list-style-type: none">• Unit Resources Planning tool• Links and Videos for teachers• Writing Rubric aligned to CCSS• Student Benchmark Exemplars• Digital Appendices www.jerrypallotta.com

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Unit 2 Writing

<ul style="list-style-type: none">• <u>Are You a Snail?</u> by Judy Allen• <u>Bat Loves the Night</u> by Nicola Davies• <u>Bats! Strange and Wonderful</u> by Laurence Pringle• <u>The Beetle Alphabet Book</u> by Jerry Pallotta• <u>Dinosaur</u> by Sarah Walker and Samantha Gray• <u>The Honey Makers</u> by Gail Gibbons• <u>How Big Were the Dinosaurs?</u> by Bernard Most• <u>Into the Sea</u> by Brenda Z. Guilbertson• <u>Red-Eyed Tree Frog</u> by Joy Cowley• <u>Tigress</u> by Nick Dowson <p>-<i>Fundamentals of Grammar and Conventions</i> and Mentor Texts:</p> <ul style="list-style-type: none">• <u>Kite Sail High: A Book About Verbs</u> by Ruth Heller• <u>Diary of a Fly</u> by Doreen Cronin <p>-<i>CROSSWALK Coach</i></p> <p>-<i>Write on Track</i> Student Copy</p> <p><u>Teacher</u></p> <p>-Student Assessment Data</p> <p>-<i>Fundamentals of Writing: Literary Non-Fiction</i></p> <p>-<i>Fundamentals of Grammar and Conventions</i></p> <p>-CRISS Manual</p> <p>-Guiding Readers and Writers by Fountas and Pinnell</p> <p>-<i>Sitton Spelling Sourcebook</i></p> <p>-<i>CROSSWALK Coach</i></p> <p>-<i>Write on Track</i> Teacher's Guide</p>	<p>www.gailgibbons.com</p> <p>www.judyallen.co.uk</p> <p>www.joycowley.com</p> <p>www.laurencepringle.com</p>
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Grade Three English Language Arts

Unit 2 Writing

Interdisciplinary Connections

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Grade Three English Language Arts

Unit 3 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 3: Narrative Text: Folktales, Fables, and Myths (Correlates with Reading Unit 3: Messages and Meaning in Narrative Text)
Pacing	29 days (25 days instruction; 4 days re-teaching/enrichment) Note: Due to pacing, use all 29 Days as Instructional Days.

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.

CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCR.3.W.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.

CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.3 WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCR.3.W.3.a ESTABLISH a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCR.3.W.3.b USE dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCR.3.W.3.c USE temporal words and phrases to signal event order.

CCR.3.W.3.d PROVIDE a sense closure.

CCR.3.SL.3 ASK and ANSWER questions about information from a speaker, offering appropriate elaboration and detail.

CCR.3.SL.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.

Grade Three English Language Arts

Unit 3 Writing

CCR.3.L.1.a **EXPLAIN** the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CCR.3.L.1.g **FORM** and **USE** comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.

CCR.3.L.2.c **USE** commas and quotation marks in dialogue.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3.a/3b <ul style="list-style-type: none"> • Topic • Narrator • Characters • How characters respond to situations • Sequenced events • Dialogue • Elaboration 	W.3.a ESTABLISH (a situation and introduce a narrator and/or characters) ORGANIZE (an event sequence that unfolds naturally) W.3.b USE (dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations)	6 4 3
L.1a <ul style="list-style-type: none"> • Nouns • Pronoun • Verb • Adjective • Adverb 	L.1.a EXPLAIN (the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences)	2
L.2c <ul style="list-style-type: none"> • When to use commas and quotations in dialogue 	L.2.c USE (commas and quotation marks in dialogue)	3

Grade Three English Language Arts

Unit 3 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. What is my purpose and how do I develop it?2. Why do the rules of language matter?	<ol style="list-style-type: none">1. Good authors use narrative elements to tell about events and reflect upon those events.2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none">• Writing narratives by establishing a situation and introducing a narrator and/or characters and organizing an event sequence that unfolds naturally• Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.• Explaining functions of nouns, pronouns, verbs, adjectives, and adverbs <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none">1. Follow Scope and Sequence of Sitton Spelling2. The <i>Fundamentals of Writing</i> Unit: Folk Tales, Fables and Fairy Tales will be used throughout this unit. Students will read a variety of texts from across the world and will learn the characteristics of each genre. Students will create and develop characters (both good and evil), create interesting plots, and will use specific details to help them create their own tale. Students will conference with the teacher as needed to clarify ideas and revise and edit their work. The mentor texts that are used in the Immersion Lessons will be revisited throughout the unit as models for student work. Ideas for extension activities are noted at the end of each lesson. Finally, pacing for lessons is noted but may be adjusted based on student needs. Lessons from <i>The Fundamentals of Grammar and Conventions</i> will be imbedded into the unit. Additional	<p><u>Teacher Notes</u></p>

Grade Three English Language Arts

Unit 3 Writing

grammar mini-lessons can be added when needed.

3. The following lesson from the *CROSSWALK Coach* addresses the following standard and can imbedded in the unit as needed:

- Lesson 20, pages 166-171 (W.3a, W.3b)
- Lesson 31, pages 244-249 (L.2.c)

- Follow Immersion Lessons from the *Fundamental of Writing* Unit: Folk Tales, Fables and Fairy Tales **(Days 1-5)**
 - *Folktales, Fables and Fairy Tales. Oh, My!:* Uses all unit books to introduce students to the genre.
 - *What Is a Folktale?:* Introduces students to genre and features of folktales as well as the common structures and themes of folktales. (Pecos Bill: A Tall Tale Retold by Steven Kellog)
 - *What Is a Fairy Tale?:* Introduces the features of fairy tales. (Sleeping Beauty by Jane Yolen)
 - *What is a Fable?:* Introduces students to the characteristics and qualities of fables. (The Tortoise & the Hare by Janet Stevens)
 - *Be a Teller of Tales:* Uses Babushka Baba Yaga by Patricia Polacco to show the importance of heroes (main characters) in folktales.

Generating Ideas (Days 6-10)

- *Generating Ideas I: Animals Are People, Too:* pages 16-18
 - Students generate ideas for animal characters with human characteristics and personality traits.
- *Generating Ideas II: Retell a Favorite Tale:* pages 19-20
 - Students explore ideas for retelling and rewriting favorite fairy tales.
- *Generating Ideas III: Tell a Magic Tale:* pages 21-22
 - Students will examine common elements of characters in folktales, fables and fairy tales and create their own character.

Grade Three English Language Arts

Unit 3 Writing

- *Generating Ideas IV: Heroes Need Villains* pages 23-24
 - Students will explore the roles of villains and heroes in tales. They will create characters (both good and bad) for possible inclusion in their own tales.
- *Generating Ideas V: Consider a Conflict:* pages 25-26
 - Students will understand how problems and solutions are used to create interesting plots and demonstrate character development.

Selecting Ideas (Day 11)

- *Selecting Ideas: Pick a Tale With Purpose:* page 27-28
 - Students will choose an idea from their Writers' Notebook to develop into a published tale.

Collecting (Days 12-13)

- *Collecting I: Strive for a Strong Setting:* pages 29-30
 - Students will consider how setting contributes to the reader's experience of a story, and they will collect ideas for setting details to include in their own tales.
- *Collecting II: Ask Other Tellers of Tales:* pages 31-32
 - Students will interview family and friends to learn about ways to alter their own tales.

Drafting (Days 14-17)

- *Drafting I: Once Upon a Tale:* pages 33-34
 - Students will think about the function of introductions in tales and how to begin drafts of their own tales.
- *Drafting II: Tales of Adventure:* pages 35-36
 - Students will attempt to use journey/quest structure when organizing their tale.
- *Drafting III: Happy Endings:* pages 37-38
 - Students will learn ways writers end their tales and will create an ending for their own tale.

Revision (Days 18-20)

- *Revision I: Similes in Action:* pages 39-40

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Unit 3 Writing

- Students will recognize similes and craft their own to enhance their writing.
- *Revising II: Add Local Flavor:* pages 41-42
 - Students will consider how special terms, slang and dialect will enhance the readers' experience of their tales.
- *Revising III: Add Expressive Pictures:* pages 43-44
 - Students will create drawings to provide more setting detail and stronger sense of place.

Note: The following two lessons are from the *Fundamentals of Grammar and Conventions* Unit 3:

- *Lesson 2: Verb Tenses:* pages 48-51 (**Day 21**)
 - Students will practice using verbs in different tenses.
- *Lesson 3: Verbs With Verve:* (pages 52-55) (**Day 22**)
 - Students will revise work by replacing ordinary verbs with more vivid verbs.

Editing (Days 23-24)

- *Editing I: A Capital Idea:* pages 45-46
 - Students will check their drafts for correct capitalization of names and other proper nouns.
- *Editing II: Telltale Words:* pages 47-48
 - Students will check spelling of high frequency words and important expressions in their drafts.

Publishing (Days 25-27) **Note:** Use additional days for students to rewrite or type their final product and to share with class.

- *Publishing: Title Your Tale:* pages 49-50
 - Students will create titles and covers for their tales.

Evaluation (Day 28)

- *Evaluation I: Reflecting on My Work:* pages 51-52 and *Evaluation II: Assessment of Student Performance*
 - Students will assess their work to measure what they have learned as writers.

Grade Three English Language Arts

Unit 3 Writing

<u>Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.</u>	
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Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Vocabulary

Adjective- a part of speech that describes a person, place or thing

Adverb- a part of speech that describes a verb, adjective, or another verb

Character- a person, thing or animal in a story, poem, book, play or movie

Character feelings- the emotions or opinions expressed by a character

Character motivation- the cause of a character's actions or feelings

Comma- a punctuation mark used to separate words or a group of words in a sentence

Description- words that are used to tell or write about something

Dialogue- a conversation between two or more people

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Noun- a part of speech that names a person, place, thing or idea

Pronoun- a word that takes the place of a noun

Publish- the final step in the writing process when the writer's share their work with others

Revise- a step in the writing process used to improve the original draft

Sequence- the order in which things are arranged, actions are carried out, or events happen

Grade Three English Language Arts

Unit 3 Writing

Topic- the main thought or subject of written work

Verb- a part of speech that expresses an action or state of being

Assessment	Performance Task
Formal -Rubric/Checklist Informal -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
Instructional -Student Work -Language Arts Addendum - <i>Fundamentals of Writing</i> : Folk Tales, Fables and Fairy Tales and Mentor Texts: <ul style="list-style-type: none">• <u>Anansi Goes Fishing</u> by Eric A. Kimmel• <u>Babushka Baba Yaha</u> by Patricia Polacco• <u>The Boy of the Three-Year Nap</u> by Dianne Snyder	www.schoolwidefundamentals.com www.patriciapolacco.com www.janetstevens.com www.aesopfables.com

Grade Three English Language Arts

Unit 3 Writing

<ul style="list-style-type: none">• <u>Cinder Edna</u> by Ellen Jackson• <u>It Could Always Be Worse</u> by Margon Zemach• <u>The Old Man and His Door</u> by Gary Soto• <u>Sleeping Ugly</u> by Jane Yolen• <u>Pecos Bill: A Tall Tale Retold</u> by Steven Kellogg• <u>The Tortoise and the Hare</u> by Janet Stevens• <u>Thunder Rose</u> by Jerdine Nolen <p>-<i>Fundamentals of Grammar</i> and Mentor Texts:</p> <ul style="list-style-type: none">• <u>Kites Sail Hight: A Book About Verbs</u> by Ruth Heller <p>-Sitton Spelling -<i>CROSSWALK COACH</i> -<i>Write on Track</i> Student Copy</p> <p><u>Teacher</u></p> <p>-<i>Fundamentals of Writing</i> -<i>Fundamentals of Grammar and Conventions</i> -Ledyard High Frequency Word List -<i>CROSSWALK Coach</i> -<i>Write on Track</i> Teacher's Guide</p>	
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Interdisciplinary Connections

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Grade Three English Language Arts

Unit 4 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 4: Poetry and Powerful Language (Correlates with Reading Unit 4: Author's Craft Examining Language in Fiction)
Pacing	28 days (25 days instruction; 3 days re-teaching/enrichment) Note: Due to pacing, use all 28 Days as Instructional Days)

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.

CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCR.3.W.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.

CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.3. WRITE narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCR.3.W.3.a. ESTABLISH a situation and introduce a narrator and/or characters; ORGANIZE an event sequence that unfolds naturally.

CCR.3.W.3.b. USE dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCR.3.L.1a. EXPLAIN the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Grade Three English Language Arts

Unit 4 Writing

CCR.3.L.1.c. USE abstract nouns (e.g. childhood)

CCR.3.L.3 USE knowledge of language and its conventions when writing, speaking, reading, or listening.

CCR.3.L.3.a CHOOSE words and phrases for effect.

CCR.3.L.4.b DETERMINE the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

CCR.3.L.5 DEMONSTRATE understanding of word relationships and nuances in word meanings.

CCR.3.L.5.b IDENTIFY real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

CCR.3.L.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*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3.a/3b <ul style="list-style-type: none"> • Topic • Narrator • Characters • How characters respond to situations • Sequenced events • Dialogue • Elaboration 	W.3.a ESTABLISH (a situation and introduce a narrator and/or characters) ORGANIZE (an event sequence that unfolds naturally) W.3.b USE (dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations)	6 4 3
L.3a <ul style="list-style-type: none"> • Effective word choice 	L.3.a CHOOSE (words and phrases for effect)	3

Grade Three English Language Arts

Unit 4 Writing

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none">1. What is my purpose and how do I develop it?2. How does word choice enhance the meaning of my writing?	<ol style="list-style-type: none">1. Good authors use narrative elements to tell about events and reflect upon those events.2. Effective writers use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

Standardized Assessment Correlations (State, College and Career)
<u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities	
<u>Focus of Unit</u> (Poetry) <ul style="list-style-type: none">• Establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally.• Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.• Using effective word choice	<u>Teacher Notes</u>

Grade Three English Language Arts

Unit 4 Writing

Activities

Notes:

1. Follow Scope and Sequence of Sitton
 2. The *Fundamentals of Writing* Unit: Poetry will be used throughout this unit. Students will learn the characteristics of poetry and will learn how to use effective word choice to incite strong imagery in the minds of readers. Students will craft different structures of poetry including how to use the poetic device of repetition to strengthen writing. Students will conference with the teacher as needed to clarify ideas and revise and edit their work. The mentor texts that are used in the Immersion Lessons will be revisited throughout the unit as models for student work. Ideas for extension activities are noted at the end of each lesson. Finally, pacing for lessons is noted but may be adjusted based on student needs.
 3. The following lesson from *CROSSWALK Coach* addresses the following standard and can be imbedded in the unit as needed:
 - Lesson 34, pages 262-266(L.3a)
- Follow Immersion Lessons from the *Fundamental of Writing* Unit: Poetry (**Days 1-5**)
 - *Celebrate The Rhythm of Poetry*: Uses suggested readings from unit books to inspire students to feel the rhythm of poetry.
 - *Celebrate the Oral Tradition of Poetry by Choral Reading*: Uses a variety of choral readings to explore sounds and effects of oral poetry.
 - *Celebrate Words*: Uses all unit books to create a word wall of words that convey strong, clear meaning.
 - *Celebrate the Imagery of Poetry*: Uses suggested poems from unit books to demonstrate use of words to incite strong imagery.
 - *Define the Characteristics of the Genre*: Reviews previously used poems to clarify the defining characteristics of poetry.

Grade Three English Language Arts

Unit 4 Writing

Generating Ideas (Days 6-10)

- *Generating Ideas I: Ordinary Subjects:* page 13-14
 - Students will find subjects for poetry.
- *Generating Ideas II: Sensory Images:* page 15-16
 - Students will use sensory images to improve their writing.
- *Generating Ideas III: Poetic Devices –Personification:* page 17-18
 - Students will use personification to improve their writing.
- *Generating Ideas IV: Metaphorical Language:* page 19-20
 - Students will use metaphorical language to improve their writing.
- *Generating Ideas V: Poets Write About Their Lives:* page 21-22
 - Students will write about memories and life experiences.

Selecting (Day 11)

- *Selecting & Reflecting:* page 23-24
 - Students will select poems to revise and prepare for publication.

Collecting (Days 12-15)

- *Collecting I: The Inside Story:* page 25-26
 - Students will include self-reflective and/or inner thoughts to enrich their poetry.
- *Collecting II: Poetry Found – Investigations, Observations, & Illustrations:* page 27-28
 - Students learn about a variety of collecting strategies.
- *Collecting III: Can You See It?:* page 29-30
 - Students will use details to create vivid images.
- *Collecting IV: Imagine That!:* page 31-32
 - Students will look at the world through “poet’s eyes”, ask questions, observe and imagine possibilities for poetry topics.

Grade Three English Language Arts

Unit 4 Writing

Drafting (Days 16-18)

- *Drafting I: Crafting Poetry:* page 33-35
 - Students will craft different organizational structures to express their poetic ideas.
- *Drafting II: Exploring Line Breaks:* page 36-38
 - Students will explore the use of and make decisions about using line breaks in their writing.
- *Drafting III: Repetition:* page 39-40
 - Students will use repetition in appropriate and thoughtful ways.

Revising (Days 19-21)

- *Revising I: Wondrous Word Choice:* page 41-42
 - Students will make thoughtful decisions about word choice.
- *Revising II: A Capital Idea!:* page 43-44
 - Students will make thoughtful decisions about the use of capitalization.
- *Revising III: When Did That Happen?:* page 45-46
 - Students will make thoughtful and intentional decisions about the use of tense.

Editing (Days 22-23)

- *Editing I: Playing With Punctuation:* page 47-48
 - Students will make decisions about line breaks as a means to convey punctuation.
- *Editing II: Peer Editing for Perfection:* page 49-50
 - Students will peer edit using an editing checklist.

Publishing (Days 24-27)

- *Publishing I: Visual Presentation:* page 51-52
 - Students will complete their poems in a neat, organized and clear fashion.
- *Publishing II: Picturing Poetry:* page 53
 - Students will create an illustration for their poems.

Grade Three English Language Arts

Unit 4 Writing

Evaluation (Day 28)

- Evaluation I and Evaluation II
 - Students will self-assess their writing.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Character- a person, thing or animal in a story, poem, book, play or movie

Character feelings- the emotions or opinions expressed by a character

Character motivation- the cause of a character's actions or feelings

Description- words that are used to tell or write about something

Dialogue- a conversation between two or more people

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Poetry- a composition written in verse that often uses rhythm and/or rhyme

Publish- the final step in the writing process when the writer's share their work with others

Rhythm- a repeating pattern of sound found in poems and songs

Revise- a step in the writing process used to improve the original draft

Rewrite- to write in a different form or manner; revise

Sequence- the order in which things are arranged, actions are carried out, or events happen

Stanza- a group of lines that make up a verse of a poem or song

Topic- the main thought or subject of written work

Verse- one stanza of a poem or song

Grade Three English Language Arts

Unit 4 Writing

Assessment	Performance Task
<u>Formal</u> -Rubric/Checklist <u>Informal</u> -Teacher Observation -Anecdotal Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Rubric	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<u>Instructional</u> -Student Work -Language Arts Addendum - <i>Fundamentals of Writing: Poetry and Mentor Texts:</i> <ul style="list-style-type: none"> • <u>Butterfly Eyes and Other Secrets of the Meadow</u> by Joyce Sidman • <u>Doodle Dandies: Poems that Take Shape</u> by J. Patrick Lewis • <u>Fireflies at Midnight</u> by Marilyn Singer • <u>For the Love of the Game: Michael Jordan and Me</u> 	www.schoolwidefundamentals.com www.joycesidman.com www.joanneryder.com www.kristinegeorge.com

Grade Three English Language Arts

Unit 4 Writing

<p>by Eloise Greenfield</p> <ul style="list-style-type: none">• <u>The Great Frog Race and Other Poems</u> by Kristine O'Connell George• <u>In the Land of Word: New and Selected Poems</u> by Eloise Greenfield• <u>Night on Neighborhood Street</u> by Eloise Greenfield• <u>The Place My Words Are Looking For: What Poets Say about and Through Their Work</u> selected by Paul Janeczko• <u>This Is Just to Say: Poems of Apology and Forgiveness</u> by Joyce Sidman• <u>Weather Poems for all Seasons</u> selected by Lee Bennett Hopkins <p>-Sitton Spelling -CROSSWALK Coach -Write on Track Student Copy</p> <p><u>Teacher</u> -<i>Fundamentals of Writing</i> -Ledyard High Frequency Word List -CROSSWALK Coach -<i>Write on Track</i> Teacher's Guide</p>	
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Interdisciplinary Connections

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Grade Three English Language Arts

Unit 5 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 5: Persuading Readers in Writing (Correlates with Reading Unit 5: Author's Message in Nonfiction Text)
Pacing	34 days (30 days instruction; 4 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.

CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCR.3.W.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.

CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.1. WRITE opinion pieces on topics or texts, supporting a point of view with reasons.

CCR.3.W.1. a. INTRODUCE the topic or text they are writing about, STATE an opinion, and CREATE an organizational structure that lists reasons.

CCR.3.W.1. b. PROVIDE reasons that support the opinion.

CCR.3.W.1. c. USE linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

CCR.3.W.1.d. PROVIDE a concluding statement or section.

CCR.3. L.1.d. FORM and USE regular and irregular verbs.

CCR.3.L.1.h USE coordinating and subordinating conjunctions.

Grade Three English Language Arts

Unit 5 Writing

CCR.3.L.3.b RECOGNIZE and OBSERVE differences between the conventions of spoken and written standard English.

CCR.3.L.4.c USE a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.1.a/1b. <ul style="list-style-type: none"> Topic Awareness of audience Opinion Organizational structure (e.g., beginning, middle and end) Relevant reasons in a logical order 	W.1. a INTRODUCE (the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons) W.1. b PROVIDE (reasons that support the opinion)	3
L.1.h <ul style="list-style-type: none"> Coordinating conjunction Subordinating conjunction 	L.1.h USE (coordinating and subordinating conjunctions)	3
L.4.c <ul style="list-style-type: none"> Root words 	L.4.c USE (a known root word as a clue to the meaning of an unknown word with the same root)	3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> How can I use the mentor texts to help support my opinions with relevant reasons? Why do the rules of language matter? 	<ol style="list-style-type: none"> Good opinion writers address the needs of the audience by stating opinions clearly and supporting them with relevant reasons. Effective communication of ideas when speaking or

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Unit 5 Writing

	writing relies on the appropriate use of the conventions of language.
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Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Writing opinions and supporting with reasons
- Using coordinating and subordinating conjunctions
- Using known root word as a clue to the meaning of an unknown word with the same root

Activities

Notes:

1. The following lessons from the *CROSSWALK Coach* address the following standard and can imbedded in the unit as needed:
 - Lesson 18, pages 154-159 (W.1)
 - Lesson 27, pages 22-224 (L.1a)
2. The *Fundamentals of Writing* Unit: Biography will be used in Unit 5 and Unit 6 as it covers both types of writing standards: Opinion Writing as well as Informational/Explanatory Writing. Students will form opinions about the various people studied to help them follow the writing process to write a short biography of a subject of their choice. In LPS Unit 5, students will be immersed in learning the key characteristics of biography. They will begin to generate and collect ideas for writing. Towards the end of this unit, students will begin to write drafts in which they craft a strong lead, write their ideas using chronological order, as well as write effective conclusions. Students will

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Unit 5 Writing

conference with the teacher as needed. Students will bring their writing to final publication in LPS Unit 6 and will be assessed using a Grade 3 Opinion and /or Explanatory/Informational Writing Rubric. Students should be introduced to the rubric at the beginning of the unit. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 107-108) as well as the Formative Assessment Notes when conferencing with students (pages 109-110).

3. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-6. Teachers should select from these words and incorporate into writing instruction.
 4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.
 5. Lessons from the *Fundamentals of Grammar and Conventions* are imbedded into the unit. Additional grammar mini-lessons can be added when needed.
- Follow Immersion Lessons from the *Fundamental of Writing* Unit: Biography pages 23-39 **Note:** Mentor Text Summaries can be found on pages 20-22
 - *Biography: What's It All About?:* Uses all mentor texts to explore features and purposes of biographies.
 - *The Features of Biographies:* Explores the features of biographies. (The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss by Kathleen Krull)
 - *What's So Important:* Discusses author's purpose for writing and what inspired them. (Mother's Tiger by George Ella Lyon and Lou Gehrig: The Luckiest Man Alive by David A. Adler)
 - Important Events: Highlights important events in a biographer's life. (Night Flight: Amelia Earhart Crosses the Atlantic by Robert Burleigh and If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold)
 - *The Different Styles of Biography:* Compares and contrasts styles and features of biographies. (Pride of the Pittsburgh Pirates by Jonah Winter and A Picture Book of Cesar Chavez by David A. and Michael S. Adler)**Note:** May take 2 days

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Unit 5 Writing

Generating Ideas pages 40-50

- *Generating Ideas I: Inspirational Subjects: Fighting for What's Right:*
 - Students will generate ideas to identify a person who is inspirational.
- *Generating Ideas II: Inspirational Subjects: Changing the Way the World Works:*
 - Students find subjects who changed the world through their scientific inventions.
- *Generating Ideas III: Inspirational Subjects: A Personal Connection:*
 - Students find subjects they feel connected to through shared interests, passions and identities.

Selecting pages 51-55 **Note:** May take a couple of days.

- *Selecting: Making My Final Selection:*
 - Students will select a subject to write about and will consider the type of research that will best support their opinions.

Note for Collecting and Drafting lessons: After lessons have been taught, allow several days for students to work at their own pace to collect their idea and draft their writing. Additional time during the day may also be provided.

Collecting pages 56-70

- *Collecting I: Making Lists of Lives:*
 - Students will develop strategies for collecting facts in the form of lists.
- *Collecting II: Describing Challenges:*
 - Students will collect information about challenges the subject they have chosen has faced and identify attributes and opinions about their subject.
- *Collecting III: Who Else Matters?:*
 - Students will collect information about the other important people in their subject's life.
- *Collecting IV: The Importance of a Quote:*
 - Students will compile quotations from resources to show why their subject is important.

Drafting (page 71-81)

- *Drafting I: Introducing My Subject:*
 - Students will create a lead for their biography that holds the readers' attention and state their opinions about

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Unit 5 Writing

the subject.

- *Drafting II: The Body:*
 - Students will write their body paragraphs using a chronological structure.
- *Drafting III: Ending Your Biography:*
 - Students will consider various ways to conclude their biographies.

Note: The *Fundamentals of Writing* Unit: Biography continues into LPS Writing Unit 6.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Clause- a group of words having its own subject and predicate, forming a simple sentence

Conjunction- a word that joins other words, phrases or clauses

Coordinating conjunction- a conjunction that joins two independent clauses

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Opinion- a belief based on thoughts and feelings rather than facts

Publish- the final step in the writing process when the writer's share their work with others

Revise- a step in the writing process used to improve the original draft

Root Word- a base word to which prefixes or suffixes may be added, forming a new word with a different meaning

Subordinating conjunction- a conjunction that is used to introduce a dependent/subordinate clause

Topic- the main thought or subject of written work

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Unit 5 Writing

Assessment	Performance Task
<p><u>Formal</u> -Informational/Explanatory Grade Specific Writing Rubric and or Opinion Grade Specific Writing Rubric</p> <p><u>Informal</u> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist</p>	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Addendum -<i>Fundamentals of Writing</i>: Biography and Mentor Texts:</p> <ul style="list-style-type: none"> • <u>The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss</u> by Kathleen Kull • <u>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</u> by Tanya Lee Stone • <u>If a Bus Could Talk: The Story of Rosa Parks</u> by Faith Ringgold 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.biography.com/bio4kids/index.jsp</p>

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<ul style="list-style-type: none">• <u>Manfish: A Story of Jacques Cousteau</u> by Jennifer Berne• <u>Lou Gehrig: The Luckiest Man</u> by David A Adler• <u>Mother to Tigers</u> by George Ella Lyon• <u>Night Flight: Amelia Earhart Crosses the Atlantic</u> by Robert Burleigh• <u>A Picture Book of Cesar Chavez</u> by David A. Adler and Michael S. Adler• <u>Roberto Clemente: Pride of the Pittsburgh Pirates</u> by Jonah Winter• <u>The Watcher: Jane Goodall's Life with the Chimps</u> by Jeanette Winter <p>-Sitton Spelling -CROSSWALK COACH -Write on Track Student Copy</p> <p><u>Teacher</u> -Fundamentals of Writing: Biography -Ledyard High Frequency Word List -CROSSWALK Coach -Write on Track Teacher's Guide</p>	<p>http://www.infoplease.com/people.html</p> <p>http://scienceworld.wolfram.com/biography/</p>
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Interdisciplinary Connections

Grade Three English Language Arts

Unit 6 Writing

Subject(s)	Writing Language Arts
Unit of Study	Unit 6: Researching and Presenting Ideas (Correlates with Reading Unit 6: Author's Craft: Examining Language in Nonfiction)
Pacing	25 days (20 days instruction; 5 days re-teaching/enrichment)

Overarching Standards (OS)

CCR.3.W.4 With guidance and support from adults, PRODUCE writing in which the development and organization are appropriate to task and purpose.

CCR.3.W.5 With guidance and support from peers and adults, DEVELOP and STRENGTHEN writing as needed by planning, revising, and editing.

CCR.3.W.6 With guidance and support from adults, USE technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCR.3.W.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.

CCR.3.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

Priority and Supporting CCSS

CCR.3.W.2 WRITE informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR.3.W.2.a. INTRODUCE a topic and group related information together; INCLUDE illustrations when useful to aiding comprehension.

CCR.3.W.2.b DEVELOP the topic with facts, definitions, and details.

CCR.3.W.2.c. USE linking words and phrases (e.g., *also, also, another, and, more, but*) to connect ideas within categories of information.

CCR.3.W.2.d. PROVIDE a concluding statement or section.

CCR.3.W.7 CONDUCT short research projects that build knowledge about a topic.

CCR.3.W.8. RECALL information from experiences or GATHER information from print and digital sources; TAKE brief notes on sources and SORT evidence into provided categories.

CCR.3.SL.3. ASK and ANSWER questions about information from a speaker, offering appropriate elaboration and

Grade Three English Language Arts

Unit 6 Writing

detail.

CCR.3.SL.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.

CCR.3.L.1.h. USE coordinating and subordinating conjunctions.

CCR.3.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.3.L.2.a CAPITALIZE appropriate words in titles.

CCR.3.L.2.c USE commas and quotation marks in dialogue.

CCR.3.L.2.d FORM and USE possessives.

CCR.3.L.2.g CONSULT reference materials, including beginning dictionaries, as needed to check and correct spellings.

CCR.3.L.4.d USE glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2.a/2.b/2.c <ul style="list-style-type: none"> Topic Awareness of audience Relevant information (e.g., facts, definitions, details) Formatting devices (e.g., heading) Linking/transition words (e.g., <i>also</i>, <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) 	W.2.a. INTRODUCE (a topic and group related information together) INCLUDE (illustrations when useful to aiding comprehension) W.2.b DEVELOP (the topic with facts, definitions, and details) W.2.c. USE (linking words and phrases to connect ideas within categories of information)	3 4 6 3
W.7 <ul style="list-style-type: none"> How to research 	W.7 CONDUCT (short research projects that build	3,4

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Unit 6 Writing

<p>W.8</p> <ul style="list-style-type: none"> How to gather information from print and digital sources Note-taking Sources Evidence <p>L.2.d</p> <ul style="list-style-type: none"> Possessive <p>L.4.d</p> <ul style="list-style-type: none"> Beginning dictionary skills Glossary Dictionary 	<p>knowledge about a topic)</p> <p>W.8. RECALL (information from experiences) GATHER (information from print and digital sources) TAKE (brief notes on sources) SORT (evidence into provided categories)</p> <p>L.2.d FORM/ USE (possessives)</p> <p>L.4.d USE (glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases)</p>	<p>1</p> <p>3</p> <p>3,4</p> <p>5</p> <p>3,6</p> <p>3</p>
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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> What do good writers do? What do good researchers do? 	<ol style="list-style-type: none"> Good authors of informational writing develop texts that examine a topic and convey ideas and information clearly. Effective research presents an answer to a question and demonstrates understanding of the inquiry.

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Unit 6 Writing

Standardized Assessment Correlations (State, College and Career)

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Learning Activities

Focus of Unit

- Introducing a topic and developing it with facts using linking words to connect ideas
- Conducting short research and gathering information from print and digital sources
- Using print and digital glossaries or dictionaries to clarify meanings of words
- Forming and using possessives

Activities

Notes:

1. *Due to pacing of this unit, imbed the following lessons from the *CROSSWALK Coach* **prior to** the Editing Lessons:
 - Lesson 23, pages 196-201 (L.2)
 - Lesson 25, pages 208-213 (L.2a)
 - Lesson 33, pages 256-261 (L.4d)
2. The *Fundamentals of Writing* Unit: Biography will continue to be used in Unit 6. In Unit 6, student will begin to revise their writing to make sure ideas are connected and detailed and include a variety of techniques taught throughout the unit. Students will edit their writing before bringing their writing to final publication. Students will be assessed using a Grade 3 Opinion and /or Explanatory/Informational Writing Rubric. Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 107-108) as well as the Formative Assessment Notes when conferencing with students (pages 109-110).

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Unit 6 Writing

3. The Immersion Lessons using the Mentor Texts may be completed in the beginning or throughout the unit. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on 4-6. Teachers should select from these words and incorporate into writing instruction.
4. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process. Teachers may also use professional judgment to adjust/combine lessons based on student needs. Ideas for extension activities are noted at the end of each lesson.

Continued from LPS Writing Unit 5

Revising pages 82-92 **Note:** Allow several days for students to work at their own pace to revise their writing.

- *Revising I: Linking It All:*
 - Students will revise to ensure that they link opinions, reasons and facts
- *Revising II: Dates and Details:*
 - Students revise to include appropriate details and dates.
- *Revising III: Do I Have It All?:*
 - Students will revise using a checklist.

***Note:** Lessons from *CROSSWALK Coach* should be instructed before moving onto the following *Editing* lessons:

Editing pages 93-98

- *Editing I: Proofread Like a Biographer:*
 - Students will proofread their writing for capitalization and punctuation as well as for biographical information such as dates, names and places using a checklist.
- *Editing II: Checking Professional and Social Titles:*
 - Students will check for correct usage and abbreviation of professional and social titles (Dr., Mr., Mrs., Col., etc.) in their biographies.

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Unit 6 Writing

Publishing pages 99-103 **Note:** Final products can vary and should be based on student choice (i.e., writing, computer based format such as a brochure, newsletter or Power Point). Provide several days for students to work on final publication.

- *Publishing: Cover Me!:*
 - Students will examine several book covers and will create covers and titles for their biographies.

Self-Reflection pages 104-106

- *Evaluation I: Self-Reflection:*
 - Students reflect on their work, the process, and the product to understand themselves as biographers.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling/usage.

Vocabulary

Audience- the person or group of people for whom a selection is written

Dictionary- a reference book containing an alphabetical listing of words with information given for each word, including the pronunciation and meaning

Digital source- an electronic reference used to gather or produce information

Draft- the rough sketch of a written piece; to write ideas down on paper

Edit- to revise or correct a written work, checking for grammar, spelling or punctuation errors

Glossary- an alphabetical listing of words and their meanings found in the back of a book

Print source- a printed reference used to gather or produce information

Publish- the final step in the writing process when the writer's share their work with others

Research- a careful investigation or study of a topic

Revise- a step in the writing process used to improve the original draft

Topic- the main thought or subject of written work

Transition word- a word that connects one idea to another

Grade Three English Language Arts

Unit 6 Writing

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> -Informational/Explanatory Grade Specific Writing Rubric and or Opinion Grade Specific Writing Rubric <p>Informal</p> <ul style="list-style-type: none"> -Teacher Observation and Anecdotal Notes using Formative Assessment Notes -Student Writing Samples from Unit Activities -Student Self-Assessment -Student Checklist 	TBD

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -<i>Fundamentals of Writing</i>: Biography and Mentor Texts: <ul style="list-style-type: none"> • <u>The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss</u> by Kathleen Kull • <u>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</u> by Tanya Lee Stone • <u>If a Bus Could Talk: The Story of Rosa Parks</u> by Faith Ringgold 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.biography.com/bio4kids/index.jsp</p>

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Unit 6 Writing

<ul style="list-style-type: none">• <u>Manfish: A Story of Jacques Cousteau</u> by Jennifer Berne• <u>Lou Gehrig: The Luckiest Man</u> by David A. Adler• <u>Mother to Tigers</u> by George Ella Lyon• <u>Night Flight: Amelia Earhart Crosses the Atlantic</u> by Robert Burleigh• <u>A Picture Book of Cesar Chavez</u> by David A. Adler and Michael S. Adler• <u>Roberto Clemente: Pride of the Pittsburgh Pirates</u> by Jonah Winter• <u>The Watcher: Jane Goodall's Life with the Chimps</u> by Jeanette Winter <p>-Sitton Spelling -CROSSWALK COACH -Write on Track Student Copy</p> <p><u>Teacher</u> -Fundamentals of Writing: Biography -High Frequency Word List -CROSSWALK Coach -Write on Track Teacher's Guide</p>	<p>http://www.infoplease.com/people.html</p> <p>http://scienceworld.wolfram.com/biography/</p>
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Interdisciplinary Connections