



West Windsor-Plainsboro Regional School District
Writing
Grade 3

Grade 3 Writing: Crafting True Stories	
Content Area: Language Arts	
Course & Grade Level: English, Grade 3	
Summary and Rationale	
This unit reviews the routines and structures of Writing Workshop as the children build a new writing community. It will expand student's knowledge of the writing process through the use of a new tool, the writing notebook. Students will also improve the quality of their writing as they collect, story tell, draft, revise, edit, publish, share, and celebrate their writing of focused small moment personal narrative. They will be encouraged to write with volume, stamina, and speed and to use writing as a tool for thinking.	
Recommended Pacing	
September-October (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.3.Writing	
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.3 Speaking and Listening	
SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topic and texts, building on others' ideas and expressing their own clearly.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard L.3 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when working or speaking.
L.3.2`	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.6	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.AP.5	Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
8.1.5.AP.6	Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
Interdisciplinary Standards Social Studies and Math	
6.1.5.HistoryU P.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
MP 6	Attend to precision
MP 7	Look for and make use of structure
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers bring various experiences and background knowledge that influence their writing. Writers write with a purpose, and make thoughtful and deliberate decisions based on their audience. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What strategies and tools do writers use to write powerful stories? How do story structure and audience influence the decisions a writer makes? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers use a writing process that includes notebooks, and in which new writing stands on the writer's previous experiences. Writers participate in a writing community and have conversations about their writing, and the writing of others. Writers refer to mentor texts to help craft meaningful personal narratives. Students will be able to: <ul style="list-style-type: none"> Participate purposefully in Writer's Workshop. 	

- Reflect upon their writing lives and set goals, and use those goals as they participate in conferences with the teacher and with partners.
- Use published texts to learn about writing (mentor texts).

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. & Martinelli, M. (2013). *Crafting True Stories*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 3 Writing:
Changing the World:
Persuasive Speeches, Petitions, & Editorials**

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

Third graders are full of ideas and always eager to persuade others to think the way they do so they are ready to channel their opinions into writing that can support causes and make a difference. To do this they will apply and extend the essential opinion writing skills they learned in previous grades. This unit aligns with the third grade standards for opinion writing. Students learn to write speeches, petitions, editorials and letters where they introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude. This unit charges writers to become more adept at opinion writing in ways that provide the beginning steps for more formal essay writing.

Recommended Pacing

October - November (approximately 25 days)

New Jersey Student Learning Standards

Standard W.3.Writing

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
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.
W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.3 Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topic and texts, building on others' ideas and expressing their own clearly.
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard L.3 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when working or speaking.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.*
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
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.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , and <i>wondered</i>).
VAU.6	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
3.MD.B	Represent and interpret data.	
3.MP.2	Reason abstractly and quantitatively.	
3.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> Writers write to develop opinions about topics about which they are passionate. Writers notice the world around them, including injustices and small kindnesses, and write to move others to action and new thinking. In all forms of opinion writing, writers support opinions with thoughtful evidence, including research. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How does writing help the writer gain sense of self-discovery or a deeper understanding of the topic? Why share opinions and personal thoughts through writing? What structures support opinion writing? 		
Objectives		
Students will know:		
<ul style="list-style-type: none"> Writers get ideas for persuasive writing by looking at their world and imagining how it could be better There is a structure that helps the writer forward an idea, including the use of a thesis statement, the use of reasons and evidence, and ways to address a particular audience. What we learned about one persuasive genre applies to other persuasive genre. 		
Students will be able to:		
<ul style="list-style-type: none"> Generate ideas for writing by recalling experiences and observing the world around them (listening, talking, rereading their notebooks, brainstorming, asking questions, observing). Writers of opinion pieces the structures of opinion writing (thesis statements, reasons and evidence, voice to address the audience). Use all they've learned about strong writing (e.g., organizing the piece into paragraphs, using linking words within and between paragraphs, using comparative and superlative adjectives and adverbs, using a variety of sentence structures (simple, compound, complex) to write with voice) as they write a variety of persuasive pieces. 		
Evidence of Learning		
Assessment		

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including writing notebooks and drafts)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. & Hohne, K.B. (2013). *Changing the World: Persuasive Speeches, Petitions, and Editorials*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 3 Writing: The Art of Information Writing

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

The Common Core State Standards requires that third graders write informative/explanatory texts that examine a topic and conveys information and ideas clearly. This unit draws and builds upon the informational writing done in previous years as well as the essay unit from this year to do just that. Students will write informational text on topics of expertise that are organized into categories with a table of contents and supportive text features. They will be encouraged to explore their thinking and gather information about a topic by trying out the different text structures found in nonfiction such as boxes and bullets, cause/effect, how-to, pro/con, compare and contrast. This unit may be used around content-area reading and writing after students have been immersed into a subject and are brimming of things to teach about it.

Recommended Pacing

December – January (approximately 25 days)

New Jersey Student Learning Standards

Standard W.3.Writing

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
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.
W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.3 Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topic and texts, building on others' ideas and expressing their own clearly.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard L.3 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when working or speaking.
L.3.2`	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.6	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
CRP1	Act as a responsible and contributing citizen and employee.	
CRP2	Apply appropriate academic and technical skills.	
CRP4	Communicate clearly and effectively and with reason.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
3.MD.B	Represent and interpret data.	
3.MP.2	Reason abstractly and quantitatively.	
3.MP.3	Construct viable arguments and critique the reasoning of others.	

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> • Writers find meaning in their lives by writing. • Effective writers use specific techniques/structures to communicate their thinking. • Writing has many purposes, including to inform.
Unit Essential Questions
<ul style="list-style-type: none"> • How does writing help the writer gain a deeper understanding of a topic? • How do writers organize their work to communicate their ideas most effectively? • How do writers convey their point of view to an audience?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • Writers of nonfiction study and use mentor texts to inform and improve their own writing. • Writers of nonfiction focus on one topic from an author’s point of view. • Writers of nonfiction categorize information in a variety of formats and structures. • Writers (in any genre) use qualities of good writing, especially clear voice and authority of subject matter. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Study and use informational mentor texts to inform and improve their own writing. • Research, gather resources and collect/organize notes. • Develop main ideas with supporting details through the use of paragraphs and text features, and revise their writing to communicate their point of view. • Make their writing accessible to an audience by editing for capitalization (dates, months, days of week; names of streets, cities, states, countries; titles of books, magazines, movies; titles of people), and commas to offset definitions of words defined in the content.
Evidence of Learning
Assessment
<ul style="list-style-type: none"> • Pre and post assessments (on-demand writing) • Conferring notes • Notes from informal observations • Learning Progressions • Student Checklists (self-assessments) • Student Writing (including writing notebooks and drafts)
Resources
<p>Suggested Resources:</p> <p>Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann.</p> <p>Anderson, C. (2000). <i>How’s It Going?</i> Heinemann.</p> <p>Angelillo, J. (2002). <i>A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose</i>. Scholastic.</p> <p>Calkins, L. (1986). <i>The Art of Teaching Writing</i>. Heinemann.</p> <p>Calkins, L. (2013). <i>Writing Pathways: Performance Assessments and Learning Progressions</i>. Heinemann.</p> <p>Calkins, L. & Cruz, M.C. (2013). <i>The Art of Information Writing</i>. Heinemann.</p> <p>Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They’re All Hard Parts)</i>. NCTE.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>

Grade 3 Writing: Baby Literary Essay	
Content Area: Language Arts	
Course & Grade Level: English, Grade 3	
Summary and Rationale	
<p>Third graders are full of ideas and always eager to persuade others to think the way they do so they are ready to channel their opinions into writing that can support causes and make a difference. To do this they will apply and extend the essential opinion writing skills they learned in previous grades. This unit aligns with the third grade standards for opinion writing. Students learn to introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude, always keeping the audience in mind. This unit charges writers to become more adept at opinion writing in ways that provide the beginning steps for more formal essay writing.</p>	
Recommended Pacing	
January-February (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.3.Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
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.
W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Standard SL.3 Speaking and Listening	

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topic and texts, building on others' ideas and expressing their own clearly.
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard L.3 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when working or speaking.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3a	Choose words and phrases for effect.*
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.
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.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , and <i>wondered</i>).
VAU.6	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
3.MD.B	Represent and interpret data.	
3.MP.2	Reason abstractly and quantitatively.	
3.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> • Readers find meaning in literature. • Writing helps us organize and clarify our thoughts. 		
Unit Essential Questions		
<ul style="list-style-type: none"> • How do writers use the structure of a literary essay to share their thinking? • How can writing lead to deeper comprehension of text? 		
Objectives		
Students will know:		
<ul style="list-style-type: none"> • Readers read, analyze, and discuss texts to find deeper meaning. • Writers use a variety of strategies to communicate their thinking about the deeper messages/big ideas they find in their texts. • Writers support their opinions about the text by including evidence in their essays. 		
Students will be able to:		
<ul style="list-style-type: none"> • Select a significant place in the text as the focus for their essay. • Respond to the text by clearly stating ideas and opinions, including elaboration and evidence from the text. • Reflect upon their response to reading, and revise and edit for improvement, keeping the audience in mind. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> • Pre and post assessments (on-demand writing) • Conferring notes • Notes from informal observations • Learning Progressions • Student Checklists (self-assessments) • Student Writing (including writing notebooks and drafts) 		
Resources		
Suggested Resources:		
Anderson, C. (2005). <i>Assessing Writers</i> . Heinemann.		

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.
<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 3 Writing and Reading Combined: Test –Taking as a Genre	
Content Area: Language Arts	
Course & Grade Level: English, Grade 3	
Summary and Rationale	
Standardized tests are a regular and expected part of school life. Students, teachers, and school districts may be judged/evaluated using the results of standardized tests. Standardized tests present specific genres of reading and writing that must be discussed/practiced if students are to understand the demands of the test and are to achieve scores that represent their actual ability, rather than scores compromised by an inability to manipulate the format of the test questions and test items.	
Recommended Pacing	
March-April (10 days)	
New Jersey Student Learning Standards	
Standard RL.4 Reading: Literature	
RL.3.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.3.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.3.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
RL.3.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
RL.3.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.3.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature form different cultures.
RL.3.10	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RI.4 Reading: Informational Text	
RI.3.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.3.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.3.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.3.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.3.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.3.6	Compare and contrast a first hand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.3.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.3.10	By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard RF.4 Reading: Foundational Skills	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
Standard W.4 Writing	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly; introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading Standards to literature. Apply grade 4 Reading Standards to Informational texts.
Standard L.4 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from range of strategies.
L.3.5	Demonstrate understanding of figurative language, word relationship, and nuances in word meanings.

L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being and that are basic to a particular topic.
-------	---

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
-----	--

Instructional Focus

Unit Enduring Understandings

- There are strategies for taking a standardized test in literacy.
- Test-takers apply what they know about reading and writing when taking a standardized test
- Test-takers develop strategies for multiple choice answers and short written responses after reading narrative or everyday texts.
- Test-takers have independent reading and writing lives outside of test-taking practice.

Unit Essential Questions

- What are the reading and writing strategies test-takers use to answer standardized test questions?
- How do test-takers monitor their work to successfully work within the given time constraints?
- How do test-takers use connections from their own lives to respond to a writing prompt?

Objectives

Students will know:

- There are strategies test-takers have for answering multiple choice and open-ended questions.
- The reading and writing skills and strategies needed to take standardized tests are the same reading and writing skills and strategies they use when they read and write each day.
- Test-takers continue to read independently in “just right book”, and write on self-selected topics, while practicing for the test.

Students will be able to:

- Extrapolate information, follow instructions, and understand test-specific vocabulary (e.g., justify, explain, integrate), and utilize test-taking strategies for multiple choice and open-ended questions.
- Use the reading and writing strategies they use in their day-to-day reading and writing lives (e.g., recognizing details that develop or support the main idea, use text evidence, identify the organizational structure of a text, interpret textual conventions and literary evidence, make judgments, form opinions, draw conclusions).

Evidence of Learning

Assessment

- checklists/rubrics
- conferring notes
- running records
- reader's notebook entries
- student self-assessment

Resources

Suggested Resources:

Scored writing samples from *NJDOE* website.

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *A Guide to the Common Core Writing Workshop: Intermediate Grades*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L. et al. (2013). *If...Then...Curriculum: Grade 3*. Heinemann

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

**Grade 2 Writing:
Once Upon A Time:
Adapting and Writing Fairy Tales**

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

In reading workshop, second graders are reading different versions of familiar fairy tales as well as modern adaptations of these tales. Students are ready to use what they know about narrative writing and to use the models of craft seen in fairy tales to write their own adaptations. This genre will lift the level of student writing with an increased expectation for more volume. It also teaches students to write a story with elaboration with an emphasis on the elements of story.

Recommended Pacing

March – April (approximately 20 days)

New Jersey Student Learning Standards

Standard W.2 Writing

W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
W.3.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Standard SL.2 Speaking & Listening

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Standard L.2 Language

L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 an array of strategies.

L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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., <i>After dinner that night we went looking for them</i>).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers tell stories from the world. Writers use specific strategies to engage their audience. Genre influences structure, technique and style. Great stories address universal themes of human existence and conflict. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why do writers from around the world tell stories? How do writers engage their audience? How do writers decide what to write and how to write it? How does story structure influence the decisions a writer makes? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> Fairy tales contain specific story elements and structures, including those we know from stories we have already heard. Mentor texts help us craft and structure fairy tales. Fairy tales have character archetypes. Fairy tales teach lessons through their characters. <p>Students will be able to:</p> <ul style="list-style-type: none"> Include all of the story elements, including those specific to the genre. Use mentor texts to help craft fairy tales and develop an understanding and use of grammar and punctuation. <ul style="list-style-type: none"> Quotation marks. Sentence types. Adjectives and adverbs. Precise verbs. Engage the reader by story-telling rather than summarizing, revising important parts with elaboration and dialogue, using “fairy tale language”, and using transition words to move the story along. Study the craft of authors to develop an understanding and use of grammar and punctuation. <ul style="list-style-type: none"> Quotation marks. Sentence types. Adjectives and adverbs. Precise verbs. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing (including writing notebooks and drafts) 	

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Angelillo, J. (2002). *A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose*. Scholastic.

Calkins, L. (1986). *The Art of Teaching Writing*. Heinemann.

Calkins, L. (2013). *Writing Pathways: Performance Assessments and Learning Progressions*. Heinemann.

Calkins, L., Frazin, S. & Roberts, M.B. (2013). *Once Upon A Time: Adapting and Writing Fairy Tales*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade 3 Writing: Writing About Research

Content Area: Language Arts

Course & Grade Level: English, Grade 3

Summary and Rationale

The Common Core State Standards requires that third graders write informative/explanatory texts that examine a topic and conveys information and ideas clearly. This unit draws and builds upon the informational writing done in previous years as well as the essay unit from this year to do just that. Students will write informational text on topics of expertise that are organized into categories with a table of contents and supportive text features. They will be encouraged to explore their thinking and gather information about a topic by trying out the different text structures found in nonfiction such as boxes and bullets, cause/effect, how-to, pro/con, compare and contrast. This unit may be used around content-area reading and writing after students have been immersed into a subject and are brimming of things to teach about it.

Recommended Pacing

May - June (approximately 30 days)

New Jersey Student Learning Standards

Standard W.3.Writing

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
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.
W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Standard SL.3 Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topic and texts, building on others' ideas and expressing their own clearly.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Standard L.3 Language	
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when working or speaking.
L.3.2`	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.6	Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement

9.2.8.B.3	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
-----------	---

New Jersey Student Learning Standards for Technology

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
-----	--

Interdisciplinary Connections

6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
3.MD.B	Represent and interpret data.
3.MP.2	Reason abstractly and quantitatively.
3.MP.3	Construct viable arguments and critique the reasoning of others.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Writing conveys meaning. • Writers find meaning in their lives by writing and become experts on topics of interest. • Text structures communicate the author's big idea or purpose 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is nonfiction writing organized? • How do writers craft informational texts? • How do writers use all they know to teach others about their research topics? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Writers use all they know to write research-based all-about books. • Writers use a variety of text structures, choosing different structures for different sections with their readers in mind. • Writers have big ideas about their research topic, and communicate them to their readers. Students will be able to: <ul style="list-style-type: none"> • Use strategies they know as they write a research-based all-about book. • Identify and use a variety of text structures (e.g., sequential, compare/contrast, cause-and-effect) for specific purposes in their writing. • Clearly communicate their big ideas through the informational writing. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Pre and post assessments (on-demand writing) • Conferring notes • Notes from informal observations • Learning Progressions • Student Checklists (self-assessments) • Student Writing (including writing notebooks and drafts) 	
Resources	
Suggested Resources: Anderson, C. (2005). <i>Assessing Writers</i> . Heinemann. Anderson, C. (2000). <i>How's It Going?</i> Heinemann. Angelillo, J. (2002). <i>A Fresh Approach to Teaching Punctuation: Helping Young Writers Use Conventions With Precision and Purpose</i> . Scholastic. Calkins, L. (1986). <i>The Art of Teaching Writing</i> . Heinemann. Calkins, L. (2013). <i>A Guide to the Common Core Writing Workshop: Intermediate Grades</i> . Heinemann. Calkins, L. (2013). <i>Writing Pathways: Performance Assessments and Learning Progressions</i> . Heinemann. Calkins, L. et al. (2013). <i>If...Then...Curriculum: Grade 3</i> . Heinemann Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)</i> . NCTE. Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i> . http://readingandwritingproject.org/resources/documents-to-support-units-of-study	