



## English Language Arts and Literacy Curriculum-Writing

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**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 3 Writing
<b>Unit Plan Title:</b>	Unit 1, Launch: How Writers Work
<b>Time Frame</b>	5 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2. NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Technology Literacy*

Social Studies

- Holocaust Mandate
- Asian Americans and Pacific Islanders (AAPI) Mandate

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is used to ease students back into the routines of the writing process and writing workshop. Students will examine different reasons people write and learn about themselves as writers. During the unit, students will have exposure to narrative, persuasive, and explanatory read-aloud mentor texts and mini-lessons to provide a foundation for generating their own ideas in each style during independent writing time. Using the writing process, students will select one piece to further develop and collect details/information, and then engage in revising, editing and publishing mini-lessons to support their work. Throughout the process, students may receive instruction in the form of mini-lessons, strategy groups, and conferring to practice newly learned skills. Teachers will also work to cultivate a writing community with norms to set parameters for how writers share their work and give/receive feedback.

## Standard Number(s)

### [NJSLA ELA Standards](#)

### [Career Readiness, Life Literacies and Key Skills](#)

### [NJSLA Social Studies Standards](#)

### [WIDA ELD Standards](#)

#### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - B. Provide reasons that support the opinion.
  - D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
  - B. Develop the topic with facts, definitions, and details.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - C. Use temporal words and phrases to signal event order.
  - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - C. 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. Use multimedia to 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.

### Language Standards

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose words and phrases for effect.
- 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.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

### **Essential Question(s)**

- What does it mean to have a 'writerly life'/to be a writer?
- How does the writing process help a writer improve the quality of their work?
- How does one effectively participate in a writing community?

### **Enduring Understandings**

- Writers use organizational tools to constantly collect ideas and seek inspiration using observations.

- Writers use feedback from others to improve their writing.
- Writers employ knowledge of grammar and conventions in their writing.

### Interdisciplinary Connections

*How Writers Work* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies:

Career Readiness Life Literacies and Key Skills

- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

Social Studies

- Holocaust Mandate: *Miz Berlin*
- AAPI Mandate: *You Have to Write*

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Check all that apply. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
  - About the Author Page
  - circular ending
  - Dedication Page
  - hook
  - persuade/persuasive
  - publishing extras
  - sensory details
  - technique
  - transition words
  - writing goals
- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- the basic characteristics of narrative, persuasive, and informative text
- the writing process consists of immersion, generating ideas, selecting a piece, collecting additional details, drafting, revising, editing and publishing
- the purpose of studying mentor texts is to understand why writers write and how they do it
- writers can draw upon powerful memories or topics they are passionate about to brainstorm ideas in their writing notebooks
- stories contain meaning and messages and they may be used to persuade

- the importance of selecting a writing topic that is focused and has enough ‘depth’ to hold a reader’s attention
- may need to do further exploring to determine their topic
- sensory details and descriptive language are ways to incorporate additional details into writing
- need to consider relevant and off topic information in their draft
- stories have a beginning, a middle, and an end
- the purpose of text layout as an organizational tool and its importance for clearly communicating with others  
(see *Grammar Binder, Text Layout, Lessons 1-4*)
- the need to remember and apply capitalization rules consistently (see *Grammar Binder, Capitalization, Lessons 1-2*)
- the purpose of ‘publishing extras’ like a Dedication Page/About the Author Page and how it appeals to the reader
- how to function as a member of a writing community by using language to solicit and provide qualitative feedback, using checklists, active listening, and language such as:
  - This part makes sense because/I wish I knew about this part because
  - What do you think of this part?/Is my writing clear?
- the value of publishing and celebrating their piece
- how to reflect thoughtfully on their work

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish a narrative OR persuasive text with one publishing extra, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

**Teaching and Learning Activities**

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy          Routinely write to develop stamina and persistence for independent writing time          Whole class read-aloud lessons          Mini-lessons to support all aspects of the writing process          Use writing notebook to try newly learned strategies and collect ideas          Opportunities to engage in shared writing experiences and independent writing time          Confer with teachers          Collaboration with a writing partner or group          Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice          Provide a variety of appropriate graphic organizers for the genre          One:One conferring with teacher          Choice of narrative or persuasive text composition          Differentiated checklists and rubrics (if appropriate)          Student selected goals for writing          Level of independence          Craft additional leads and endings for mentor texts          Consult mentor texts to support writing          ELL Supports and Extension activities are included with each lesson  <a href="#">Differentiation Strategies for Special Education Students</a></p>

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

[Differentiation Strategies for Students with a 504](#)

## Resources

- [Grade 3 Writing Resources](#)
- SchoolWide *How Writers Work* binder mentor texts
  - *I Wanna Iguana*, Orloff
  - *If You Were a Writer*, Nixon
  - *Miz Berlin*, Yolen
  - *Our Tree Named Steve*, Sweibel
  - *You Have to Write*, Wong
- School Wide *Grammar* binder mentorets
  - *Diary of a Fly*, Cronin
  - *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!*, Truss
  - *The Great Fuzz Frenzy*, Stevens and Crummel
  - *If You Were a Preposition*, Loewen
  - *I'm and Won't, They're and Don't: What's a Contraction?* Cleary
  - *Kites Sail High: A Book About Verbs*, Heller
  - *On the Same Day in March: A Tour of the World's Weather*, Singer
  - *Someday*, Spinelli
  - *Surprising Sharks*, Davies
  - *Swish!*, Martin and Simpson
- SchoolWide *Grammar* binder lessons
  - Text Layout, Lessons and Mini-lessons 1-4
  - Capitalization, Lesson and Mini-lesson 1-2

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 3 Writing
<b>Unit Plan Title:</b>	Unit 2, Author Study: Narrative
<b>Time Frame</b>	8 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

<p><u>Anchor Standards for Writing</u></p> <ul style="list-style-type: none"> <li>● <i>Text Types and Purposes:</i> NJSLA.W3.</li> <li>● <i>Production and Distribution of Writing:</i> NJSLA.W4. NJSLA.W5. NJSLA.W6.</li> <li>● <i>Research to Build and Present Knowledge:</i> NJSLA.W7. NJSLA.W8.</li> <li>● <i>Range of Writing:</i> NJSLA.W10.</li> </ul> <p><u>Anchor Standards: Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>● <i>Comprehension and Collaboration:</i> NJSLA.SL1. NJSLA.SL2. NJSLA.SL3.</li> <li>● <i>Presentation of Knowledge and Ideas:</i> NJSLA.SL4. NJSLA.SL5. NJSLA.SL6.</li> </ul> <p><u>Anchor Standards: Language</u></p> <ul style="list-style-type: none"> <li>● <i>Conventions of Standard English:</i> NJSLA.L1. NJSLA.L2.</li> <li>● <i>Knowledge of Language:</i> NJSLA.L3.</li> <li>● <i>Vocabulary Acquisition and Use:</i> NJSLA.L5. NJSLA.L6</li> </ul> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>● Amistad Mandate</li> <li>● Holocaust Mandate</li> </ul> <p><u>Career Readiness, Life Literacies and Key Skills</u></p> <ul style="list-style-type: none"> <li>● <i>Financial Literacy</i></li> <li>● <i>Technology Literacy</i></li> </ul> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> <li>● Amistad Mandate</li> <li>● Holocaust Mandate</li> </ul> <p><u>WIDA ELD Standards</u></p> <ul style="list-style-type: none"> <li>● <i>Social and Instructional Language:</i> ELD Standard 1</li> <li>● <i>The Language of Language Arts:</i> ELD Standard 2</li> </ul>
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**Unit Summary**

The unit is designed to show how studying favorite authors, like Patricia Polacco can help us to better understand how to use narrative technique, descriptive details, and clear event sequences in their writing. During this unit, students will use the works of Patricia Polacco to closely examine her craft and to help inspire their writing ideas. The students will also



understand the importance of using life experiences, curiosity, interests, and observation about the world around them to generate ideas for writing. Using the writing process, students will select one piece to further develop and collect details/information and then engage in revising, editing and publishing mini-lessons to support their work. Throughout the process, students may receive instruction in the form of mini-lessons, strategy groups, and conferring to practice newly learned skills.

## **Standard Number(s)**

[NJSLS ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLS Social Studies Standards](#)

[WIDA ELD Standards](#)

### Writing Standards

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - C. Use temporal words and phrases to signal event order.
  - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Standards

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - D. Explain their own ideas and understanding in light of the discussion.
- 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. Use multimedia to 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.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - C. Use commas and quotation marks in dialogue.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose words and phrases for effect.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP2. Attend to financial well-being
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

### **Essential Question(s)**

- How do writers collect and select ideas for their stories?
- How do writers select words to create mood in a narrative piece of writing?
- How do writers compose stories that hook and engage the reader?

### **Enduring Understandings**

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Writers can study favorite authors and use their writing to help compose their own meaningful story.
- Narrative writers use a variety of experiences to tell stories with meaning
- Writers use their knowledge of language and conventions to improve their writing during the writing process.
- Editing and revising serve different purposes in the writing process.

### **Interdisciplinary Connections**

The Narrative Writing Unit lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies:

Career Readiness Life Literacies and Key Skills

- Financial Literacy, 9.1.5.EG.3: *Chicken Sunday*
- Technology Literacy, 9.4.5.TL.3: Students can use their computer device to create and enhance a document.

Social Studies

- Amistad Mandate: *Chicken Sunday*
- Holocaust Mandate: *Thank you, Mr. Falker*

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Check all that apply.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - cultures
  - drafting
  - editing
  - elaborating
  - generating ideas
  - honor
  - lead
  - mood
  - narrative
  - revising
  - selecting
  - sequencing
  - traditions
  - visuals
- the importance of examining the craft of their favorite authors to better understand the writing process
- authors intentionally choose words that create mood and evoke feelings and emotions from their readers
- authors use illustrations to enhance their stories
- cultural experiences and traditions help inspire ideas in your writing
- authors often use personal experiences to inspire ideas in their writing
  - memories
  - relationships
  - special people
  - special places
- stories can be used to honor meaningful people in their life
- how to select and eliminate writing topics considering criteria, such as strong personal connection or a lot to say
- authors zoom in on specific moments to develop their stories
- the value of gathering information from conducting interviews with others who can provide more details about their stories
- stories can be told from different perspectives

- authors continually use detailed sketches to support their writing
- authors create drafts of their writing by:
  - rereading information to make decisions about details to include
  - using a timeline and/or temporal phrases to show sequence
  - constructing endings to provide closure
- how authors use their opening lines to introduce characters and establish a situation
- that during the revision process, authors add descriptive details and enhance their illustration to further develop meaning
- the importance of using dialogue to enhance their stories (**see Grammar Binder, Sentence Structure Lessons 1-2**)
- the value of varying sentence structure to establish create fluency in their writing (**see Grammar Binder, Sentence Structure Lessons 3-4**)
- the purpose of ‘publishing extras’ like a Dedication page and an Author’s Note
- how to publish a narrative piece and reflect thoughtfully on their work

**Assessments (Pre, Formative, Summative, Other)      Denote required common assessments with an \***

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: \*Publish a narrative text with a Dedication page and/ or About the Author page, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

**Teaching and Learning Activities**

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of narrative text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p>

**Resources**

- [Grade 3 Writing Resources](#)
- SchoolWide *Author Study* binder mentor texts are all authored by Patricia Polacco
  - *Babushka's Doll*
  - *Chicken Sunday*
  - *Emma Kate*
  - *John Philip Duck*
  - *Just Plain Fancy*
  - *Rotten Richie and the Ultimate Dare*
  - *Something About Hensley's*
  - *Thank you, Mr. Falker*
  - *Thunder Cake*
  - *When Lightning Comes in a Jar*
- School Wide *Grammar* binder mentor texts
  - *Diary of a Fly*, Cronin
  - *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!*, Truss
  - *The Great Fuzz Frenzy*, Stevens and Crummel
  - *If You Were a Preposition*, Loewen
  - *I'm and Won't, They're and Don't: What's a Contraction?* Cleary
  - *Kites Sail High: A Book About Verbs*, Heller
  - *On the Same Day in March: A Tour of the World's Weather*, Singer
  - *Someday*, Spinelli
  - *Surprising Sharks*, Davies
  - *Swish!*, Martin and Simpson
- SchoolWide *Grammar* binder lessons
  - Sentence Structure, Lessons and Mini-lessons 1-4

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 3 Writing
<b>Unit Plan Title:</b>	Unit 3: Informative/Explanatory
<b>Time Frame</b>	9 Weeks

**Anchor Standards/Domain\*      \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2. NJSLSA.W3.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Creativity and Innovation*
- *Digital Citizenship*
- *Information and Media Literacy*
- *Technology Literacy*

Science Standards

- *Heredity: Inheritance and Variation of Traits*
- *Biological Evolution: Unity and Diversity*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to show how students will be able to write informative/explanatory texts to examine a topic and convey information clearly. During this unit, students will be immersed in a variety of nonfiction topics through reading, asking questions, and collaborative discussions. Students will explore and select a topic to further develop through research. When drafting their pieces, students will be sure to include nonfiction organizational structures and features, domain specific language, and visual aids to support the information being presented. Using the writing process,

students will revise, edit, and publish their writing pieces. Throughout the process, students may receive instruction in the form of mini-lessons, strategy groups, and conferring to practice newly learned skills. \*Teacher Note: Be aware that students have the ability to choose to write an informational or literary nonfiction piece.

## **Standard Number(s)**

[NJSLA ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLA Science Standards](#)

[WIDA ELD Standards](#)

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - B. Provide reasons that support the opinion.
  - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
  - B. Develop the topic with facts, definitions, and details.
  - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - D. Provide a conclusion.
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  - A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - C. Use temporal words and phrases to signal event order.
  - D. Provide a sense of closure.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Standards

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

C. 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. Use multimedia to 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.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., childhood).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose words and phrases for effect.
- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 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).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).



D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

#### **Essential Question(s)**

- How can we write to inform others and keep them engaged?
- How do researchers think about similarities and differences in and across texts?
- Why do researchers consult multiple texts on the same topic to gather information?

#### **Enduring Understandings**

- Writers use information from multiple print and multimedia sources to develop the topic with facts, definitions, and details.
- Authors use formatting, illustrations, and multimedia to aid comprehension.
- Authors write with a purpose.
- Writers use their knowledge of language and conventions to improve their writing during the writing process.

#### **Interdisciplinary Connections**

The Non-Fiction Writing Unit lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Science:

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Creativity and Innovation, 9.4.5.Cl.2: Use *Into the Sea* to research how climate change is affecting the sea turtle population.
- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Science Standards

- Heredity: Inheritance and Variation of Traits, 3-LS3-1: Use *Into the Sea* to research how climate change is affecting the sea turtle population.
- Biological Evolution: Unity and Diversity, 3-LS4-1: Exposure to the 'dinosaur' allows students to learn about fossils from a variety of environments.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Check all that apply. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to the unit:
  - purpose
  - realistic
  - reference
  - resources
  - sections
  - sequence
  - specific
  - subheadings
  - subtopics
  - table of contents
  - terms
  - text features
  - visual information
  - vivid
  - voice
- the distinguishing characteristics of nonfiction
- how to examine and use the organizational features of nonfiction texts
- how to use visual aids and domain specific language to help further educate readers
- some authors use a story-like structure when writing nonfiction pieces
- authors of nonfiction pieces generate ideas by asking questions to peak their curiosity about:
  - personal passions/fascinations
  - nature and living things
- how to select and eliminate writing topics considering criteria, such as personal connection, experience with, and background knowledge
- how to conduct research to gain further information on their topic
- how to collect, organize, and outline information using nonfiction text features
- author's examine their purpose and use voice to guide their writing
- the importance of using linking words and phrases to connect ideas
- authors revise their work by: drafting multiple introductions, adding descriptive words, and defining specific words
- authors edit their work ensure correct spelling and grammar (**see *Grammar Binder, Parts of Speech Lessons 1-7***)
- authors proofread to ensure information is correct

- the purpose of ‘publishing extras’ like an “About the Author” section
- how to publish an informational or literary nonfiction text and reflect thoughtfully on their work

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish an informational or literary nonfiction text with an “About the Author” section, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

### Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy  Routinely write to develop stamina and persistence for independent writing time  Whole class read-aloud lessons  Mini-lessons to support all aspects of the writing process  Use writing notebook to try newly learned strategies and collect ideas  Opportunities to engage in shared writing experiences and independent writing time  Confer with teachers  Collaboration with a writing partner or group  Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice  One:One conferring with teacher  Provide a variety of appropriate graphic organizers for the genre  Choice of informational text composition or literary nonfiction  Differentiated checklists and rubrics (if appropriate)  Student selected goals for writing  Level of independence  Consult mentor texts to support writing  ELL Supports and Extension activities are included with each lesson  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a>  <a href="#">Differentiation Strategies for Students with a 504</a></p>

### Resources

- [Grade 3 Writing Resources](#)
- School Wide *Non-Fiction Writing* binder mentor texts
  - *Are You a Snail?*, allen
  - *Bat Loves the Night*, Davies
  - *Bats! Strange and Wonderful*, Pringle
  - *The Beetle Alphabet Book*, Pallotta
  - *Dinosaur*, Walker and Gray or *Armored Dinosaurs: Stegosaurus and Ankylosaurus*, Hibbert or *Everything Big Cats*, Carney
  - *The Honey Makers*, Gibbons

- *How Big Were the Dinosaurs?* Most
- *Into the Sea*, Guiberson
- *Red-Eyed Tree Frog*, Cowley
- *Tigress*, Dowson
- School Wide *Grammar* binder mentor texts
  - *Diary of a Fly*, Cronin
  - *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!*, Truss
  - *The Great Fuzz Frenzy*, Stevens and Crummel
  - *If You Were a Preposition*, Loewen
  - *I'm and Won't, They're and Don't: What's a Contraction?* Cleary
  - *Kites Sail High: A Book About Verbs*, Heller
  - *On the Same Day in March: A Tour of the World's Weather*, Singer
  - *Someday*, Spinelli
  - *Surprising Sharks*, Davies
  - *Swish!*, Martin and Simpson
- School Wide *Grammar* binder lessons
  - Parts of Speech, Lessons and Mini-lessons 1-7

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 3 Writing
<b>Unit Plan Title:</b>	Unit 4, Biography: Informative/Explanatory/Opinion
<b>Time Frame</b>	7 Weeks

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

Anchor Standards for Writing

- *Text Types and Purposes:* NJSLSA.W1. NJSLSA.W2.
- *Production and Distribution of Writing:* NJSLSA.W4. NJSLSA.W5. NJSLSA.W6.
- *Research to Build and Present Knowledge:* NJSLSA.W7. NJSLSA.W8.
- *Range of Writing:* NJSLSA.W10.

Anchor Standards: Speaking and Listening

- *Comprehension and Collaboration:* NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.
- *Presentation of Knowledge and Ideas:* NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6.

Anchor Standards: Language

- *Conventions of Standard English:* NJSLSA.L1. NJSLSA.L2.
- *Knowledge of Language:* NJSLSA.L3.
- *Vocabulary Acquisition and Use:* NJSLSA.L4. NJSLSA.L5. NJSLSA.L6.

Career Readiness, Life Literacies and Key Skills

- *Financial Literacy*
- *Career Awareness*
- *Digital Citizenship*
- *Global and Cultural Awareness*
- *Information and Media Literacy*
- *Technology Literacy*

Social Studies Standards

- *Civics, Government, and Human Rights: Human and Civil Rights*
- *Amistad Mandate*

WIDA ELD Standards

- *Social and Instructional Language:* ELD Standard 1
- *The Language of Language Arts:* ELD Standard 2

**Unit Summary**

This unit is designed to show how students will be able to write opinion pieces supported by reasons and facts found through research. During this unit, students will explore the purposes and features of biographies to assist them in forming opinions about important people. Once students have selected a topic, students will conduct research and gather information about their topic. Students will use the information they have gathered from various resources to

further support their opinions. After selecting and drafting, the students will engage in revising, editing and publishing mini-lessons to support their work. Throughout the process, students may receive instruction in the form of mini-lessons, strategy groups, and conferring to practice newly learned skills. \*Teacher Note: Although this unit has a heavy emphasis on biographies, teachers must remember that the New Jersey ELA Standards focus on opinion writing supported by reasons and details.

## **Standard Number(s)**

[NJSLS ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLS Social Studies Standards](#)

[WIDA ELD Standards](#)

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - B. Provide reasons that support the opinion.
  - C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - D. Provide a conclusion.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
  - B. Develop the topic with facts, definitions, and details.
  - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - D. Provide a conclusion.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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 (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Standards

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - C. 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. Use multimedia to 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.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - B. Form and use regular and irregular plural nouns.
  - C. Use abstract nouns (e.g., childhood).
  - D. Form and use regular and irregular verbs.
  - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - F. Ensure subject-verb and pronoun-antecedent agreement.
  - G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - H. Use coordinating and subordinating conjunctions.
  - I. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Choose words and phrases for effect.
  - B. 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 word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - 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).
  - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

#### **Essential Question(s)**

- How can we use reading and writing to learn about others and their accomplishments?
- Why is it important to explain and express your point of view?
- How can my point of view be shaped by multiple sources?

#### **Enduring Understandings**

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Supporting an opinion requires factual evidence from a reliable source(s).
- Biographies are written to share the life of people who impacted the world.
- Writers collect information using multiple sources and employ their knowledge of text to share the information using words and visuals.

#### **Interdisciplinary Connections**

The Biography Unit for writing lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies

Career Readiness, Life Literacies and Key Skills: The following standards are addressed in research

- Financial Literacy, 9.1.5.EG.3: *A Picture Book of Cesar Chavez*
- Career Awareness and Planning, 9.2.5.CAP.1: Learn about various professions and their potential appeal, *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss*, *Lou Gehrig: The Luckiest Man*, *Manfish: A Story of Jacques Cousteau*, *Mother to Tigers*, *Night Flight: Amelia Earhart Crosses the Atlantic*, *A Picture Book of Cesar Chavez*, *Roberto Clemente: Pride of the Pittsburgh Pirates*
- Digital Citizenship, 9.4.5.DC.2, 9.4.5.DC.3: Provide attributions and citations to texts and images
- Global and Cultural Awareness, 9.4.5.GCA.1: Learn about other people and cultures.
- Information and Media Literacy, 9.4.5.IML.1, 9.4.5.IML.6: Evaluate and use appropriate resources.
- Technology Literacy, 9.4.5.TL.3: Create and enhance a document.

Social Studies

- Civics, Government, and Human Rights: Human and Civil Rights
  - 6.1.5.CivicsHR.2 & Amistad Mandate, *If A Bus Could Talk: The Story of Rosa Parks*
  - 6.1.5.CivicsHR.4, *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*



In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Check all that apply. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

Students will understand:

- the following terms as they relate to this unit:
  - accomplishments
  - activist
  - biography
  - chronologically/ chronological
  - features
  - influence/influential
  - obstacle
  - opinion
  - quote
  - role model
  - significant
- the definition of a biography and opinion pieces and their features
- why authors choose the subjects they write about
- biographies are written in chronological order and highlight the important events and accomplishments in a person's life to support their opinion
- authors of opinion pieces can use biographies to generate ideas by selecting subjects that:
  - changed the world by fighting for what they believe in
  - used scientific investigations to change the way the world works
  - connected to their own interests, passions, and identities
- how to select and eliminate writing topics considering criteria, such as description, strong connection to topic, or a lot to say
- author's make lists to collect information
- how to closely examine information to form opinions
- how to compile quotations from their research to show that their subject is important
- that authors draft multiple leads that state their opinion and engage their reader
- how to draft body paragraphs that provide reasons and evidence to support their opinions
- authors consider multiple endings
- how to revise their drafts to use linking words and phrases to connect opinion and reasons.
- checklists help writers make sure their writing contains all necessary components
- the importance of editing their work to include correct capitalization and punctuation (**see Grammar Binder, Punctuation Lessons 1-4**)

- authors proofread to ensure information is correct
- the purpose of ‘publishing extras’ like a covers that provide illustrations, additional information, and titles
- how to publish an opinion piece and reflect thoughtfully on their work

### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* \*Publish a persuasive text with a cover that includes an illustration, additional information, and a title, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

\*\*Teacher Note: Although biographical information is important, be sure to focus assessment on the formation of opinions supported by reasons and details.

### Teaching and Learning Activities

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Provide list of character traits</p> <p>Provide guided research</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>Strategy and flexible groups based on formative assessment or student choice</p> <p>One:One conferring with teacher</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p><a href="#">Differentiation Strategies for Special Education Students</a></p> <p><a href="#">Differentiation Strategies for Gifted and Talented Students</a></p> <p><a href="#">Differentiation Strategies for ELL Students</a></p> <p><a href="#">Differentiation Strategies for At Risk Students</a></p> <p><a href="#">Differentiation Strategies for Students with a 504</a></p>

### Resources

- [Grade 3 Writing Resources](#)
- School Wide *Letter Writing* binder mentor texts
  - *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss*, Krull
  - *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*, Stone

- *If A Bus Could Talk: The Story of Rosa Parks*, Ringgold
- *Lou Gehrig: The Luckiest Man*, Adler
- *Manfish: A Story of Jacques Cousteau*, Berne
- *Mother to Tigers*, Lyon
- *Night Flight: Amelia Earhart Crosses the Atlantic*, Burleigh
- *A Picture Book of Cesar Chavez*, Adler and Adler
- *Roberto Clemente: Pride of the Pittsburgh Pirates*, Winter
- *The Watcher: Jane Goodall's Life with the Chimps*, Winter
- School Wide *Grammar* binder mentor texts
  - *Diary of a Fly*, Cronin
  - *The Girl's Like Spaghetti: Why, You Can't Manage Without Apostrophes!*, Truss
  - *The Great Fuzz Frenzy*, Stevens and Crummel
  - *If You Were a Preposition*, Loewen
  - *I'm and Won't, They're and Don't: What's a Contraction?* Cleary
  - *Kites Sail High: A Book About Verbs*, Heller
  - *On the Same Day in March: A Tour of the World's Weather*, Singer
  - *Someday*, Spinelli
  - *Surprising Sharks*, Davies
  - *Swish!*, Martin and Simpson
- School Wide *Grammar* binder lessons
  - Punctuation, Lessons and Mini-lessons 1-4

**Wayne School District**  
**ELA: Writing Curriculum**

<b>Content Area/ Grade Level/ Course:</b>	ELA Grade 3 Writing
<b>Unit Plan Title:</b>	Unit 5: Communities: Past and Present
<b>Time Frame</b>	3 Weeks Writing shared with 5 Weeks of Reading

See Grade 3, Reading Unit 5: [Communities Past and Present](#) for Writing.