



# PISCATAWAY TOWNSHIP SCHOOLS

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## Grade 3 English Language Arts

**Content Area:** Writer's Workshop

**Grade Span:** 3<sup>rd</sup> Grade

**Revised by:** Kristen Gati

**Presented by:**

**Approval date:** August 12, 2021

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## COURSE OVERVIEW

Description			
Teachers College Reading and Writing Project is a research based curriculum that is aligned with the Common Core State Standards. It is a workshop model which allows teachers to meet standards and provide students the time and support they need to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group’s needs as well as differentiating for the needs of small groups and individuals.			
Goals			
The goal of workshop is to prepare students for any reading and writing task they will face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors.			
Scope and Sequence			
Unit	Length		Unit
Unit 1	<b>Crafting True Stories</b>		20 sessions
Unit 2	<b>The Art of Information Writing</b>		21 sessions
Unit 3	<b>Changing the World: Persuasive Speeches, Petitions, and Editorials</b>		23 sessions
If...Then...Unit	<b>Baby Literary Essays</b>	<b>Test Prep</b> (From TC Yearly)	approx. 19 sessions
If...Then...Unit	<b>Research Writing</b>	<b>Test Prep</b> (From TC Yearly)	approx. 18 sessions
Unit 4	<b>Once Upon a Time: Adapting and Writing Fairy Tales</b>		20 sessions
Resources			
<p><b>Core Text:</b> The Reading and Writing Units of Study (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p> <p><b>Suggested Resources:</b> Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p>			

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
Teachers College Reading and Writing Project is a research-based curriculum that supports the students' individual needs in becoming independent readers and writers.	
<b>New Jersey Student Learning Standards</b>	
<b>NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)</b>	
<b>Standard: Reading</b>	
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>

	necessary.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.7</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
<b>RI.3.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>Standard: Writing</b>	
<b>W.3.1</b>	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.
<b>W.3.2</b>	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.

<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>C. Use temporal words and phrases to signal event order.</li> <li>D. Provide a sense of closure.</li> </ul>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5.</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6.</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
<b>W.3.7.</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	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.
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>A. 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.</li> <li>B. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.</li> <li>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul>
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul>

	<ul style="list-style-type: none"> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>Standard: Speaking &amp; Listening</b>	
<b>SL.3.1.</b>	Engage effectively in a range of collaborative discussions
<b>SL.3.2.</b>	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.
<b>SL.3.3.</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
<b>SL.3.4.</b>	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.
<b>SL.3.5.</b>	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
<b>SL.3.6.</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Standard: Language</b>	
<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> </ul>

	<ul style="list-style-type: none"> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>L.3.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.4</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<b>L.3.5</b>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>
<b>L.3.6</b>	<p>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>).</p>

## UNIT 1: Crafting True Stories

### Summary and Rationale

*Crafting True Stories* is a very accessible unit of study--it has been taught for decades, has been tweaked and improved so that you can count on it working. This unit supports students who are accustomed to writing in booklets, drawing before they write, and producing several booklets a week into working on notebook paper on longer projects that require a more multifaceted writing process – using writer’s notebooks as a place for collecting and developing ideas before moving outside of the notebook to draft, revise, and edit. The biggest challenge with this unit is that you are teaching it at the start of third grade, and the start of any grade is a challenge because of the management work and the relationship work you and the kids need to do. Third grade represents a special challenge because literacy instruction in this grade represents a big step up for kids.

### Recommended Pacing

**Bend I: Taking Charge of Reading:** The gist of this bend is that you introduce kids to writing notebooks and help them produce an entry or so a day in school and to give students strategies for generating narratives and lifting the level of those narratives. (6 sessions)

**Bend II: Working Hard to Solve Tricky Words:** The goal of this bend is to get readers to choose an essay and rethink that essay so they can rewrite it. Revision is an important goal of this bend. (5 sessions)

**Bend III: Paying Close Attention to Authors:** The goal of this bend is to let students return to their writer’s notebook and reuse the strategies they have learned so far in the unit. (5 sessions)

**Bend III: Paying Close Attention to Authors:** The goal of this bend is for students to revise, edit, and publish their final draft. (4 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.



	<p>D. Read grade-level text with purpose and understanding.</p> <p>E. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Standard: Writing</b>	
<b>W.3.3</b>	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.10</b>	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.
<b>W.4.3</b>	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>
<b>Standard: Speaking and Listening</b>	
<b>SL.3.1</b>	<p>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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>SL.3.4</b>	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.
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>Standard: Language</b>	
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>L.3.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.5</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>
<b>L.3.6</b>	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> ).
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when,</i></li> </ul>

	<p><i>why</i>).</p> <p>B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>E. Form and use prepositional phrases.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
<b>L.4.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
<b>L.4.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Effective writers communicate using appropriate forms for various purposes Writing is a multi-stage process.</li> <li>• Effective writers think, plan, draft, respond, revise, edit, and publish.</li> <li>• Effective writers consider audience before and while writing.</li> <li>• Effective writers employ proper mechanics, usage, and grammar.</li> <li>• Effective writers reflect on their writing and strive to improve their writing skills.</li> <li>• Effective writers develop their voice and style.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do writers make decisions?</li> <li>• What are the habits and processes of effective readers and writers?</li> <li>• How can we use writing to communicate our ideas?</li> <li>• How does understanding the elements of a genre help you become an effective writer?</li> <li>• How does my understanding of a variety of writing genres help me generate ideas for writing?</li> <li>• How do I establish writing goals?</li> <li>• How do my goals and purposes for writing shape and define how I approach the writing process?</li> <li>• What is the relationship between reader and writer?</li> <li>• When is your writing finished?</li> <li>• What do effective writers do?</li> <li>• What is the best way to write this?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know</b> how to write personal narratives with independence, how to become a storyteller on the page, how to write with new independence on a second piece, and how to fix up and fancy up their best work by revising and editing.</p>	

**Students will be able to:**

- think about the kind of writing they want to make and set goals for themselves to write in the ways they imagine.
- generating ideas for true stories by thinking of a person who matters and brainstorm small moments with that person.
- generate ideas for true stories by thinking of a place, listing small moments in that place, and then writing about one of those moments.
- tell their stories in scenes rather than in summaries.
- pause to consider what’s going well in their writing and what they might try next to take their writing to the next level.
- take a minute as they write to make sure their writing is as clear as possible for their readers.
- rehearse for writing by story-telling and generating alternate leads
- draft by writing fast and furiously, working to capture the mental movie on the page.
- study other authors’ craft and name what the author does so they can try it in their own writing.
- revise by asking, “What’s the most important part of this story?” and developing that section.
- revise by grouping related sentences into paragraphs and then elaborating on those paragraphs.
- draw on all they have learned to become their own job captains.
- use the qualities of good writing they learned during revision in one piece to begin a new piece.
- replay life events in ways that let readers feel the experience.
- elaborate by adding dialogue, actions, thoughts, and even setting details.
- correctly punctuate dialogue
- bring their writing to the next level through revision.
- craft endings to their stories
- learn techniques for improving their own work by studying published writing.
- edit to make their writing exactly how they intend it to be for readers, using checklists to help them.
- become a community of flourishing writers and share their writing with the public.

**Resources****Core Text:**

- Unit 1: Third-Grade Crafting True Stories

**Core Mentor Texts:**

- *Come On, Rain!* by Karen Hesse

**Suggested Resources:**

## Anchor Charts:

- Finding Ideas for True Stories chart
- To Write a True Story... chart
- What Third Grade Writers Do...Don’t... chart
- The Hard Parts of Writing chart
- When I Run Out of Gas as a Writer, I Can... chart
- A Storyteller Voice Shows...Not Tells... chart
- What Karen Hesse Did to Make Her Storyteller Voice So Good in

- “Come On, Rain!” chart
- When to Start a New Paragraph chart
- Look How Hesse Punctuates Quotes chart

Additional Resources:

- Editing Checklist
- Narrative Writing Checklist Grades 3 and 4
- To Write a True Story: Monitoring My Progress checklist
- Writing Rubric

## UNIT 2: The Art of Information Writing

Summary and Rationale	
<p><i>The Art of Information Writing</i> unit is designed so that students are writing off of topics of personal expertise. In this unit, the intention is for kids to choose topics they know inside and out to write about so that they can put all their energy toward shoring up foundational information writing skills. The fact that students will be writing on topics they know well rather than researching topics that are important in their curriculum, means they'll have the advantage of being able to draw upon personal expertise.</p>	
Recommended Pacing	
<p><b>Bend I: Organizing Information:</b> Across the bend, students will go from generating an idea for an information book to trying out lots of ways the book could go and thinking through possible table of contents to beginning to draft their chapters. (5 sessions)</p> <p><b>Bend II: Reaching to Write Well:</b> Bend II emphasizes drafting and revising, and you'll want to see your writers doing both of these each day. Each day, you'll teach a new strategy that students can use to either strengthen the structure or elaboration within their writing. (6 sessions)</p> <p><b>Bend III: Moving Toward Publication, Moving Toward Readers:</b> This bend designed to guide students toward publishing their writing with their audience in mind. Expect that the majority of your students will enter this bend with their informational books drafted and revisions made to each of their chapters. (5 sessions)</p> <p><b>Bend IV: Transferring Learning From Long Projects to Short Ones:</b> is a five-day bend designed to help students transfer what they've learned about how to write informatively to any topic they've be studying in school. Students also learn how to apply what they've learned about writing informational books to lots of different kinds of information writing such as speeches, articles, and brochures. (5 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text.
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard: Writing	

<b>W.3.2</b>	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.
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	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.
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i> ). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.
<b>Standard: Speaking and Listening</b>	
<b>SL.3.1</b>	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. 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. D. Explain their own ideas and understanding in light of the discussion.
<b>SL.3.2</b>	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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

<b>SL.3.4</b>	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.
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Standard: Language</b>	
<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>L.3.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.4</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<b>L.3.6</b>	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</i>



*night we went looking for them).*

## Instructional Focus

### Unit Enduring Understandings

- Effective writers communicate using appropriate forms for various purposes
- Writing is a multi-stage process.
- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.
- Effective writers utilize a recursive process that includes planning, revising, conventions, editing, and

### Unit Essential Questions

- How do writers make decisions?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- What is the best way to write this?
- How do I write information?
- How do I make my information writing even better?
- How do I write information about what I'm learning?

### Objectives

**Students will know** how to organize information, how to reach to write well, how to move toward publication and toward readers, and how to transfer learning from long projects to short ones.

#### Students will be able to:

- organize information as they write.
- brainstorm several different ways to organize their information writing as an important step in planning.
- consider different organizational structures to help them think about their topic in new ways.
- structure their writing in various ways instead of settling immediately on one way.
- use the organizational skills used for their table of contents to plan each chapter.
- use mentor texts as a way to learn more about elaboration and apply these ideas to their own writing.
- connect the information in their chapters using different transitional strategies and phrases.
- balance interesting facts with engaging style by revising structure and word choice.
- research to find out more information to enhance their books.
- have the courage to make big revisions, such as starting a chapter over again.
- consider introduction strategies of mentor texts to revise their own introduction.
- review their information writing using a checklist
- use revision strategies to clear up confusion in their work such as imagining a different perspective or role-

playing with a partner.

- use text features to enhance their information writing and choose the text features that are most appropriate for their books.
- edit, keeping a close eye on the way they use paragraphs.
- transfer the skills they've learned in the unit to plan and draft for a content-specific information text.
- compare their plans for their drafts, using different strategies to revise either their original plans or their writing.
- reimagine the text they've written as a speech, brochure, or an article.
- use all they have learned to make their writing the best it can be.
- publish their writing.

## Resources

### Core Text:

- Unit 2: The Art of Information Writing

### Core Mentor Texts:

- *Deadliest Animals* by Melissa Stewart
- *VIP Pass to a Pro Baseball Game Day* by Clay Latimer

### Suggested Resources:

Anchor Charts:

- Elaborate Like a Pro, Study Mentor Texts as You Go! chart
- Information Writers Try Different Structures on for Size chart
- Writers Use Informational Writing Skills in Many Genres chart
- Teaching Moves that Information Writers Should Borrow chart
- Strong Table of Contents chart
- Organizing an Informational Text chart
- Transition Words chart
- Informational Writers Bring Their Writing to Life chart
- Learning From a Mentor: Expert Vocabulary chart
- What do Mentor Authors Do When Writing Powerful Introductions chart
- Some Common Text Features and Their Purpose chart
- Questions Writers Ask Themselves As they Get Close to the End of a Project chart

Additional Resources:

- Editing Checklist
- Information Writing Checklist Grades 3 and 4
- Table of Contents writing paper
- Writing Rubric

## UNIT 3: Changing the World: Persuasive Speeches, Petitions, and Editorials

Summary and Rationale	
<p><i>Changing the World</i> is a unit in which students write to make real world differences. One of the major goals of the unit is to help your students see that their voices matter and that their writing can create change in the world. Another major goal of the unit is to support students in learning the foundations of opinion writing and the basics of essay structure. The work they learn to do in this unit will be the foundation for all of their upper grade opinion writing work and for their third grade work with Baby Literary Essays.</p>	
Recommended Pacing	
<p><b>Bend I: Launching Work on Persuasive Speeches:</b> This bend begins with a day of immersion into persuasive writing. Following the launch, students will then begin to consider what changes they want to see in the school or surrounding community and write quick mini persuasive speeches in their notebooks. (6 sessions)</p> <p><b>Bend II: Raising the Level of Persuasive Writing:</b> Students work to develop one lengthier persuasive speech about a change they want to see in the school or surrounding community. Across the rest of the bend, students will revise their rough drafts. At the end of this bend, students will publish and you can decide if they will publish by writing or by filming their published pieces. (7 sessions)</p> <p><b>Bend III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters:</b> During Bend III, students will work to develop another piece of opinion writing and this time, that writing might be a persuasive letter, an editorial, a petition. The point is that students will get the opportunity to go through the process again while you work to raise the level of their work. (5 sessions)</p> <p><b>Bend IV: Cause Groups:</b> This bend pushes students to go through the process again as they each work towards a common cause and this time to include evidence from text-based sources. (5 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.10</b>	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Standard: Writing	
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>B. Provide reasons that support the opinion.</li> <li>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>D. Provide a conclusion.</li> </ul>
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to

	interact and collaborate with others.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	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.
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>A. 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.</li> <li>B. Provide reasons that are supported by facts from texts and/or other sources.</li> <li>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>D. Provide a conclusion related to the opinion presented.</li> </ul>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.</li> <li>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Provide a conclusion related to the information or explanation presented.</li> </ul>
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>Standard: Speaking and Listening</b>	
<b>SL.3.1</b>	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. <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>SL.3.2</b>	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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>SL.3.4</b>	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.

<b>Standard: Language</b>	
<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>L.3.3</b>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.6</b>	<p>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>).</p>
<b>L.4.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Use correct capitalization.</li> <li>B. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>C. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>D. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>L.4.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases to convey ideas precisely.</li> <li>B. Choose punctuation for effect.</li> <li>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>

## Instructional Focus

### Unit Enduring Understandings

- Effective writers communicate using appropriate forms for various purposes
- Writing is a multi-stage process.
- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.

### Unit Essential Questions

- How do writers make decisions?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- What is the best way to write this?
- How do I persuade someone of something?
- How do I make my persuasive writing even better?
- How do I represent and express my opinion about a cause?

### Objectives

**Students will know** how to launch work on persuasive speeches, how to raise the level of persuasive writing, how to move from persuasive speeches to petitions, editorials, and letters, and how to work in a cause group.

#### **Students will be able to:**

- flash-draft a speech.
- choose between and try out different ideas for changes they'd like to see in the world.
- write about people, places, things or ideas that deserve attention .
- address their audience directly in their speech
- consider their audience and take time to spell what they know by heart correctly to make sure their piece are clear.
- self-assess their writing and make plans for future work.
- collect evidence for their opinions first by gathering all they know about their topic, and then by planning their research.
- organize and categorize their evidence.
- provide examples to show what they are saying to make their speeches more persuasive.
- consider what effect they want their speeches to have on their audience and select the most convincing material.
- use paragraphs to organize their drafts and use transition words to construct a cohesive draft.
- study the question, "What makes for an effective and powerful speech?" and revise in light of their

observations.

- proofread their writing with a partner.
- Tailor their writing to fit the qualities of different forms of opinion writing such as speeches, letters, and petitions.
- hold themselves accountable for meeting deadlines and making work plans.
- use surveys and interviews to collect evidence to use in persuasive writing.
- revise their introductions and conclusions, trying out several different ones, before deciding which will have the biggest impact on their audience.
- take note of the progress they have made, assessing their work against a checklist or goal sheet and setting new goals for themselves.
- consider different audience that could help you with a particular cause.
- research a cause by doing background reading to help them change their ideas.
- use revision strategies as they draft.
- edit their writing for errors so that readers take them seriously and are convinced of their opinion.
- publish their writing and celebrate their activism

## Resources

### Core Text:

- Unit 3: *Changing the World: Persuasive Speeches, Petitions, and Editorials*

### Core Mentor Texts:

- *Tell LEGO to Stop Selling Out Girls!* by Bailey Shoemaker Richards and Stephanie Cole

### Suggested Resources:

#### Anchor Charts:

- How to Write a Persuasive Speech chart
- When Do I Make a Paragraph chart
- Ways to Directly Address Your Audience chart
- We Can Collect Persuasive Entries by... chart
- Writing With Our Goals in Mind chart
- We Can Nurture Persuasive Writing by Making Categories chart
- We Can Say More To Convince By Adding in Each Part chart
- Show Don't Tell chart
- Don't Forget Your Transition Words chart
- Ways to Make Our Speeches More Powerful chart
- Work Plan for Opinion Writing chart
- Ways Opinion Writers Hook Their Readers chart
- Types of Evidence We Can Gather chart
- We Can Write Introductions and Conclusions

By...chart

- Proofreading Marks chart

Additional Resources:

- Editing Checklist
- Opinion Writing Checklist Grades 3 and 4
- Cause Group Design Plan
- Writing Rubric
- Mari Copeny's Speech:  
<https://twitter.com/littlemissflint/status/989302493308956672?lang=en>



## If...Then...Unit: Baby Literary Essays

### Summary and Rationale

*Baby Literary Essay* is a unit in which students are introduced to the genre of Literary Essay in baby steps. Third graders can write essays about the stories they are reading, and these don't have to be essays with parallel reasons, or sophisticated quoting from the text, or insightful intellectual analysis. What you are working towards in this unit is that your students realize that they have significant ideas about the characters in the stories they are reading, and the lessons these stories teach, and that they can write these ideas so that others are interested and persuaded. This unit will teach them to take ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay.

### Recommended Pacing

**Bend I: Structuring Essays About Stories:** In this bend, you introduce literary essays by engaging students in a quick “boot camp,” using a read-aloud picture book as your touchstone text (we suggest *Each Kindness* by Jacqueline Woodson, which students heard in Unit 1, *Building a Reading Life*). You'll help your readers come up with a few different ideas about characters (and possibly lessons or themes) in this text. You'll demonstrate how to rehearse and draft a quick literary essay using one of these ideas with input from students, and then your students will give this work a try in the same shared text, writing about the other ideas. Then they'll do it again. All your students will flash-draft three short literary essays in this bend, using the read-aloud picture book as their text. (approx. 6 sessions)

**Bend II: Raising the Level of our Literary Essays:** In this bend you'll engage students in using what they learned in Bend I to write literary essays on other picture books and short texts. You'll visit with clubs, helping to make sure that they've reread these stories together, and worked together to come up with a few ideas, or claims, about characters in their stories. You'll remind students of what they learned in Bend I about structuring essays, and teach them more about gathering and sorting text evidence, and about introductions and conclusions. We suggest you demonstrate with “*Indian Shoes*” from the short story collection *Indian Shoes* in Bend II. Students will draft two essays in this bend. They'll reread favorite picture books and/or short texts and write about characters in those stories. (approx. 8 sessions)

**Bend III: Using Debate to Rehearse and Strengthen Arguments About Characters:** In Bend III, you'll introduce some of the argument techniques that you are teaching in the Character Studies unit, as methods for rehearsing and strengthening argument essays about stories. You'll demonstrate this work by comparing characters in familiar stories. You'll help clubs come up with some debatable positions (such as that Character X is a better friend than Character Y) about characters in their club books. Your readers should be far enough into their club books by now that they can write about these books. Students rehearse, draft, and revise a few brief essays. You might culminate with quick debates. (approx. 5 sessions)

### New Jersey Student Learning Standards

#### Standard : Reading

<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**Standard : Writing**

**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.3.3** 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.

**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.

**Standard : Speaking and Listening**

**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.
- 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.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Standard : Language**

<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>L.3.3</b>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Choose words and phrases for effect.</li> <li>B. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<b>L.3.4</b>	<p>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.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<b>L.3.5</b>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>

<b>L.3.6</b>	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> ).
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**Instructional Focus**

**Unit Enduring Understandings**

- Effective writers communicate using appropriate forms for various purposes
- Writing is a multi-stage process.
- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.

**Unit Essential Questions**

- How do writers make decisions?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- What is the best way to write this?
- How do I persuade someone of something?
- How do I make my persuasive writing even better?
- How can I learn to structure an essay by organizing my thinking, and by using evidence from the story to support my opinion or thesis?
- How can I raise the level of my essay writing by clarifying my claim, evaluating my text evidence, and using talk as significant rehearsal for writing?
- How can I use debate to rehearse arguments about characters and lessons in stories, learning to try out and strengthen my argument through flash-debating?
- How can I write an essay that states a strong opinion about a text and supports it clearly with evidence from the text?

**Objectives**

**Students will know** how to structure essays about stories, how to raise the level of their literary essays, and how to use debate to rehearse and strengthen arguments about characters.

**Students will be able to:**

- flash-draft a literary essay.
- gather evidence from across a text to support an idea
- make claims based on a text that can be supported with evidence from the text.
- include summaries of or specific lines from a text as evidence.
- use transitional phrases to frame their evidence.
- self-assess their writing using a checklist and set goals for themselves.

- conference with peers to share and discuss their writing.
- choose ideas about a text that can be supported with strong evidence.
- collaborate to come up with ideas about character traits, change, and lessons the character learns.
- study mentor texts as a way to learn more about elaboration and apply these ideas to their own writing.
- generate new ideas about a text that relate to character relationships
- make a plan to raise the level of their work and use tools and resources to help them
- study other introductions and think, “What can I try in my introduction?”
- find evidence from different parts across the text.
- write conclusions in which they restate their claim and offer some extra thinking about why they liked the book or why the story is important or a lesson the reader can learn.
- use debate as a way to rehearse and get ready for drafting
- take different sides of an argument and they try to defend their position.
- explain how their evidence matters
- use all they know when they debate or draft and add a simple introduction and conclusion as they lay out their position.
- publish their writing.

## Resources

### Core Text:

- *Baby Literary Essays – If...Then...Unit*

### Core Mentor Texts:

- *Each Kindness* by Jacqueline Smith
- *Indian Shoes* by Cynthia Leitich Smith
- *Those Shoes* by Maribeth Boelts
- *The Big Orange Splot* by Daniel Manus Pinkwater
- *Chrysanthemum* by Kevin Henkes
- *Oliver Button is a Sissy* by Tomie DePaola
- *Dancing in the Wings* by Debbie Allen
- *Fly Away Home* by Eve Bunting
- *The Paper Bag Princess* by Robert Munsch
- *Brave Irene* by William Steig
- *Peter’s Chair* by Ezra Jack Keats

### Suggested Resources:

#### Anchor Charts:

- Our Big Bold Opinions About Each Kindness chart
- When Writing a Literary Essay, Writers... chart
- Coming Up with Big, Bold Ideas About Books! chart
- Steps for Today’s Mini-Debate chart
- Some Useful Transition Words chart
- Predictable Debate Questions chart

#### Additional Resources:

- Editing Checklist
- Opinion Writing Checklist Grades 3 and 4

- Writing Rubric
- Sentence Starters for Leading Into Evidence

## Test Prep

### Summary and Rationale

The intention is that test prep will not feel like test practice--it won't feel like testing day comes early. Instead, test prep will feel like a writing workshop. The kids gather for a minilesson just as they do on other days, and work with independence and interdependence, just as they do on other days. Our hope is that you and your kids will find this work builds confidence and morale and spirit as well as skills. It is important that from the start, you remember that students' abilities to do this writing will depend not only on their writing skill (and your writing instruction) but also on their ability to read the passages themselves. You will want to make sure you are reading and using the reading test prep unit which will support your students in the reading work they will encounter on the assessment. The Test Prep units are updated yearly based on the most up-to-date testing information, released questions, and the previous year's student performance data. Each unit contains a menu of choices that can support the individual needs of each classroom.

### Recommended Pacing

**Bend I: Short Response Questions:** This bend is designed to support short response writing (sometimes called constructed-response writing). While most of the bend focuses on students practicing short responses off of single passages, there's an additional session at the end of the unit that focuses on writing short responses off of paired informational or opinion texts. (approx. 6 sessions)

**Bend II: Writing a Narrative Extended Response:** This bend will strengthen students' skills at writing a narrative extended constructed response off of various text types. By the end of this bend, kids will have drafted, revised, and edited four stories. (approx. 7 sessions)

**Bend III: Writing an Opinion Piece Based on Two Passages:** This bend will strengthen students' skills at writing an opinion extended writing-response. For this particular type of opinion piece, students read two other opinion passages and then use them to write an opinion piece of their own using evidence from both passages (really a mini essay). They need to be sure to use their own words when doing so, but also to include specific details from both of the passages. Referring to both passages is not always easy if the student agrees with just one of the passages. For that reason, we suggest that students end the opinion piece with a sentence that acknowledges the other viewpoint, saying 'Some may argue...' and then citing that other text before restating the student's claim in a 'but I think...' final part. By the end of this bend, students will have drafted, revised, and edited two opinion pieces. (approx. 7 sessions)

**Bend IV: Writing an Informational Piece Based on Two Passages:** This bend is designed to strengthen students' skills at writing an information extended writing-response. By the end of this bend, students will have drafted, revised, and edited two informational pieces. Third graders are asked to write informational pieces and we make the point to students that this is a mini essay to help them see that the work they are doing is foundational to essay writing. This bend and the bend for opinion writing can be shifted in the order they are taught. That is, you could decide to start teaching essay writing by starting with opinion writing and moving to informational or vice versa. You might decide the order based on the genre your class needs the most support in writing. (approx. 6 sessions)

### New Jersey Student Learning Standards

#### Standard : Reading

<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central

	message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Standard : Writing</b>	
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view or reasons. <ul style="list-style-type: none"> <li>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>B. Provide reasons that support the opinion</li> <li>C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>D. Provide a concluding statement or section.</li> </ul>
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>B. Develop the topic with facts, definitions, and details</li> <li>C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>D. Provide a concluding statement or section.</li> </ul>
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>C. Use temporal words and phrases to signal event order. L. Provide a sense of closure.</li> </ul>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**Standard : Speaking and Listening**

<b>SL.3.1</b>	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. <ul style="list-style-type: none"><li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li><li>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).</li><li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li><li>D. Explain their own ideas and understanding in light of the discussion.</li></ul>
<b>SL.3.2</b>	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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>SL.3.4</b>	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.
<b>SL.3.5</b>	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.
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Standard : Language**

<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li><li>B. Form and use regular and irregular plural nouns.</li><li>C. Use abstract nouns (e.g., <i>childhood</i>).</li><li>D. Form and use regular and irregular verbs.</li><li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li><li>F. Ensure subject-verb and pronoun-antecedent agreement.</li><li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>H. Use coordinating and subordinating conjunctions.</li><li>I. Produce simple, compound, and complex sentences.</li></ul>
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>A. Capitalize appropriate words in titles.</li><li>B. Use commas in addresses.</li><li>C. Use commas and quotation marks in dialogue.</li><li>D. Form and use possessives.</li><li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li><li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li></ul>

	G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>L.3.3</b>	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.
<b>L.3.6</b>	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**

- Effective writers communicate using appropriate forms for various purposes
- Writing is a multi-stage process.
- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.

**Unit Essential Questions**

- How do writers make decisions?
- What are the habits and processes of effective readers and writers?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- What is the best way to write this?
- How do I use evidence to support my ideas?
- How can I learn to study the tasks of any high-stakes exam and improve my performance?

**Objectives**

**Students will know** how to answer short-response questions, how to write a narrative extended response, how to write an opinion piece based on two passages, and how to write an informational piece based on two passages.

**Students will be able to:**

- read prompts and questions carefully, asking themselves what this question is asking them, and where in the text they can find evidence to support their answer.
- notice that some questions may ask *Why?* and some may ask *How?* and that these do different jobs.
- provide details from the text to support their answer.
- find out how their answers will be scored, and use that information to self-assess and improve their responses.
- make sure their answer references the whole text AND the specific part when questions ask about how a

part of the text fits with the whole text.

- include details from BOTH texts in their response when a question asks them to write about two texts.
- read a prompt and think, “What is this prompt asking me to write?” Then, you think, “What details from the text will be most important to include?”
- think, ‘What will happen in the small moment? Who will say or do what?’ Then you plan out what will happen next, and next before writing it.
- add dialogue that helps you get to know characters or moves the main story along.
- use important actions, strong dialogue, strong images, and explaining why the moment matters - to end their stories in powerful ways.
- invent what happens in the beginning, middle, and end of your story, using a whole bunch of details from the informational text to help them, when writing a story that incorporates information.
- elaborate, using everything they’ve learned about storytelling, about showing, not telling.
- edit their writing to make it look more professional.
- write with a claim, a big idea, (like ‘we need more magazines’) that isn’t really their claim.
- think about which of the passages takes a side that they can go with, and then find reasons in the passages that that support their side.
- organize their essays into boxes and bullets--that is, into a big idea and then reasons, supported with details.
- recognize when they are plagiarizing and paraphrase instead.
- use sources that mostly disagree with their point of view.
- look at what a really strong writer has done and try to do the same things.
- read the prompt before they start reading the passages so they can already have in mind what they will be asked to teach about.
- read passages, noting big ideas and key details that you might put into your piece.
- write introductions by asking a question, helping readers picture the scene, or making a connection to something similar that readers already know.
- Know difference between good and great has much to do with their mindset.
- practice scoring some other student work, using the grading criteria the test makers use.

## Resources

### Core Text:

- *Test Prep Unit* – released yearly

### Core Mentor Texts:

- *Digging for Dinos* by Charnan Simon
- *Sweet Land of Liberty* by Deborah Hopkinson
- *Balancing Rocks* by Stacy A. Niykos

### Suggested Resources:

Anchor Charts:

- When Writing a Four Point Narrative Response chart
- Look How Hesse Punctuates Quotes chart
- A Storyteller Voice Shows, Not Tells chart
- Writing Extended Responses chart

Additional Resources:

- Prompts for “Digging for Dinos.”
- “History of Popcorn” and “Today’s Popcorn” passages
- Prompts for “History of Popcorn” and “Today’s Popcorn”
- Short Response Practice Checklist
- Prompts for “Balancing Rocks
- Prompts for “Sweet Land of Liberty”
- Editing Checklist
- Sample student responses
- Writing Rubric

## If...Then...Unit: Writing About Research

<b>Summary and Rationale</b>	
<p>This unit is meant to go hand-in-hand with the Research Clubs: Elephants, Penguins, and Frogs, Oh My! reading unit. Across this writing unit, then, students will collaborate to write club books about each animal they research, and then they'll write a club book that captures the ideas they grow in Bend III of that reading unit. This is also a unit that supports students in deepening their information writing skills in a few critical areas, namely: structure, elaboration, organization, and craft.</p>	
<b>Recommended Pacing</b>	
<p><b>Bend I: Transferring Previous Learning on Information Writing to Write Research-Based All-About Books:</b> Students will work in their research clubs to create a club book. They'll begin by writing to grow ideas. Then, you'll support them as they transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration. (approx. 7 sessions)</p> <p><b>Bend II: Writing All-About Books with An Emphasis on Structure:</b> Each research club will write another all-about book, this time about the second animal they are studying. These books will have a particular emphasis on text structure. You'll teach students ways to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. (approx. 7 sessions)</p> <p><b>Bend III: Writing Books that Advance Big Ideas:</b> In this bend, you'll extend the work, teaching students how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! You'll teach them to lift the level of their writing by using peer conferring and self-assessment. (approx. 4 sessions)</p>	
<b>New Jersey Student Learning Standards</b>	
<b>Standard: Reading</b>	
<b>RI.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.7</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
<b>Standard: Writing</b>	
<b>W.3.2</b>	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,

	<p>diagrams, captions) when useful to support comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a conclusion.</p>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Standard: Speaking and Listening</b>	
<b>SL.3.1</b>	<p>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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>
<b>SL.3.2</b>	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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
<b>SL.3.4</b>	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.
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Standard: Language</b>	
<b>L.3.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>B. Form and use regular and irregular plural nouns.</p> <p>C. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>

	<p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>L.3.3</b>	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
<b>L.3.4</b>	<p>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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<b>L.3.5</b>	<p>. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
<b>L.3.6</b>	<p>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>).</p>
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Effective writers communicate using appropriate forms for various purposes</li> <li>• Writing is a multi-stage process.</li> </ul>	

- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.
- Effective writers utilize a recursive process that includes planning, revising, conventions, editing, and rewriting.

### Unit Essential Questions

- How do writers make decisions?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- What is the best way to write this?
- How do I write information?
- How do I make my information writing even better?
- How do I write information about what I'm learning?
- How can I transfer over everything I've learned so far about information writing to this new book?
- How can I raise the level of my research-based information writing, in particular, by working on structure and development?
- How can I lift the level of my information writing, so that my writing includes strong elaboration and a variety of text structures?
- How can I use everything I know to help me write informational texts that advance big ideas?

### Objectives

**Students will know** how to transfer previous learning on information writing to write research based all-about books, how to write all-about books with an emphasis on structure, and how to write books that advance big ideas.

#### **Students will be able to:**

- generate ideas for writing by observing closely and then writing about their thoughts.
- write a table of contents and think about how each chapter will go.
- writing a table of contents and thinking about how each chapter will go
- use text structures to help plan out their chapters.
- teach others about their topics in order to rehearse for writing.
- use everything that they know about organizing a table of contents to organize chapters.
- add more information to their writing, including adding examples or comparisons, describing things with size, color and shape words, telling why something is important, sharing the steps of something, including names, giving observations of the topic, including definitions, offering tips, and giving precise numbers.
- work with other writers to help each other add more.
- plan what their research will look like using all that they already know.
- consider different ways to add more by studying a mentor text.
- keep their writing interesting by balancing facts and ideas.



- make big revisions in order to determine the best way to present information.
- collaborate, asking one another to read their writing, looking for parts that could be better, and offering facts that could be added.
- pay special attention to their conclusions because they know that a conclusion is the lasting thought they leave with a reader.
- edit to make their writing clear.
- use everything that they know to plan and draft a new piece.
- use checklists to set goals for their drafting.
- take everything that they know about drafting and revising and bring it into drafting and revising a new piece.
- think purposefully about what will help their readers better understand their writing or add more information to their writing and then they select the text feature that will best do that.

## Resources

### Core Text:

- *Writing About Research – If...Then...Unit*

### Core Mentor Texts:

- *Deadliest Animals* by Melissa Stewart
- *The Life Cycle of an Emperor Penguin* by Bobbi Kalman
- *Frogs and Toads* by Bobbie Kalman
- *Frogs* by Elizabeth Carney
- *The Life Cycle of a Frog* by Bobbie Kalman
- *Penguins* by Bobbie Kalman
- *The Penguin* by Beatrice Fontanel

### Suggested Resources:

#### Anchor Chart:

- Writers Use Informational Writing Skills in Many Genres chart
- Information Writers Try Different Structures on for Size chart
- Elaborate Like a Pro, Use Mentor Texts as You Go chart
- Teaching Moves That Information Writers Should Borrow chart
- Some Common Text Features and Their Purpose chart
- Ways to Add to Your Information Writing chart
- Balancing Facts With Ideas chart
- Ways Authors Write Powerful Conclusions chart

#### Additional Resources:

- Information Writing Checklist, Grades 3 and 4
- Editing Checklist
- Table of Contents paper
- Writing Rubric

## UNIT 4: Once Upon a Time: Adapting and Writing Fairy Tales

### Summary and Rationale

*Once Upon a Time: Adapting and Writing Fairy Tales*, is a unit in which students write adaptations and original fairy tales. One of the major goals of the unit is to teach your writers how to craft well-structured narratives. Another major goal of the unit is to support your writers in using precise language to capture a moment, an image or an emotion. But above all, this unit aims to help writers develop a storyteller’s voice. The work they learn to do in this unit will be the foundation for much of their narrative writing in fourth and fifth grades.

### Recommended Pacing

**Bend I:** Over the course of six writing workshops, your students will study mentor texts, rehearse, draft, and revise their own adaptation of a fairy tale. This means that pacing matters a lot. These won’t be the best fairy tale adaptations your students could possibly write; these will be the first fairy tale adaptations they write. (6 sessions)

**Bend II:** In the next six sessions, you will invite your writers to craft a second fairy tale adaptation – this time adapting the fairy tale of their choice – applying all they learned in Bend I and working with greater independence. In this bend, greater independence means forming a writing colony and taking charge of their own writing process. It also means becoming the kind of writer who revises early and often. (6 sessions)

**Bend III:** This is the grand finale, the final bend of this unit. Here, you will give your writers the opportunity to create their own deeply memorable characters who experience troubles and whose stories offer lessons and insights for their readers. Again, your writers will cycle through the writing process. Again, they will rehearse, draft and revise. (8 sessions)

### New Jersey Student Learning Standards

#### Standard: Reading

<b>RL.3.1.</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RL.3.2.</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
<b>RL.3.3.</b>	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
<b>RL.4.1</b>	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<b>RL.4.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>Standard: Writing</b>	
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>C. Use temporal words and phrases to signal event order.</li> <li>D. Provide a sense of closure.</li> </ul>
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>Standard: Speaking and Listening</b>	

<b>SL.3.1</b>	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. <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>D. Explain their own ideas and understanding in light of the discussion.</li> </ul>
<b>SL.3.2</b>	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.
<b>SL.3.4</b>	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.
<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>Standard: Language</b>	
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>B. Form and use regular and irregular plural nouns.</li> <li>C. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>D. Form and use regular and irregular verbs.</li> <li>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>F. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>H. Use coordinating and subordinating conjunctions.</li> <li>I. Produce simple, compound, and complex sentences.</li> </ul>
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>A. Capitalize appropriate words in titles.</li> <li>B. Use commas in addresses.</li> <li>C. Use commas and quotation marks in dialogue.</li> <li>D. Form and use possessives.</li> <li>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

<b>L.3.3</b>	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.
<b>L.3.4</b>	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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<b>L.3.5</b>	. 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., <i>take steps</i> ). B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
<b>L.3.6</b>	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> ).
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. C. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

<b>L.4.5</b>	<p>onstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
<b>L.4.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

**Instructional Focus**

**Unit Enduring Understandings**

- Effective writers communicate using appropriate forms for various purposes
- Writing is a multi-stage process.
- Effective writers think, plan, draft, respond, revise, edit, and publish.
- Effective writers consider audience before and while writing.
- Effective writers employ proper mechanics, usage, and grammar.
- Effective writers reflect on their writing and strive to improve their writing skills.
- Effective writers develop their voice and style.

**Unit Essential Questions**

- How do writers make decisions?
- What are the habits and processes of effective readers and writers?
- How can we use writing to communicate our ideas?
- How does understanding the elements of a genre help you become an effective writer?
- How does my understanding of a variety of writing genres help me generate ideas for writing?
- How do I establish writing goals?
- How do my goals and purposes for writing shape and define how I approach the writing process?
- What is the relationship between reader and writer?
- When is your writing finished?
- What do effective writers do?
- How do I make my narrative writing better?
- What is the best way to write this?

**Objectives**

**Students will know** how to write in the footsteps of classics, how to adapt fairy tales with independence, and how to write original fairy tales.

**Students will be able to:**

- study several versions of a classic fairy tale and ask themselves, “Why might the author have made these versions?”
- make consequential changes that affect other elements of the story, rippling throughout.
- story-tell or act out their stories to help as they plan their drafts and as they write their drafts.
- rehearse for writing by storytelling or acting out each scene.
- weave narration through fairy tales as a way to establish background, tie together scenes, and teach a moral or end a story.

- check their work and plan for future projects.
- rely on each other and themselves to independently plan not only their stories but their writing process.
- use special language to make fairy tales sound like fairy tales.
- make significant revisions as they draft, using other authors' writing as mentor texts.
- balance their dialogue by adding accompanying actions.
- use figurative language, "painting a picture" in their readers' minds.
- identify choppy or abrupt sentences and smooth them out by simplifying long-winded ones or complicating simplistic ones.
- write original fairy tales using elements of strong narratives: specific characters, motivations, troubles, and resolutions.
- draw on a repertoire to make new plans.
- make scenes even more meaningful by including a character's actions and objects that are important to the character.
- balance out telling sentences with showing sentences.
- revise their fairy tales and tether the magic in their stories to the heart of the story, the beginning, and/or the end of the story.
- show their readers how to read a piece by varying the pace of the writing.
- note places in their writing where a good pattern is broken and ask, "How may I edit my writing to mend the broken pattern and fix the mess-ups, keeping the good writing going?"
- publish their writing.

## Resources

### Core Text:

- *Once Upon a Time: Adapting and Writing Fairy Tales* – Unit 4

### Core Mentor Texts:

- *Prince Cinders* by Babette Cole

### Suggested Resources:

#### Anchor Chart:

- Ways Authors Adapt Fairy Tales chart
- How to Write a Fairy Tale Adaptation chart
- Prompts to Support Thinking and Talking About Authors' Decisions chart
- If I Change... chart
- Language Paints a Beautiful Picture chart
- Magic Comes in Many Forms chart
- The Power of Narration chart
- A Storyteller Voice Shows...Not Tells...chart
- Fairy Tale Elements chart
- Writers Create New Paragraphs When chart

#### Additional Resources:

- Narrative Writing Checklist, Grades 3 and 4
- Editing Checklist
- Writing Rubric

- Various Fairy Tales and Fairy Tale Adaptations