English Language Arts
Writing Curriculum
2019

Grade 3

Montague Township School

Contents

K-8 Curriculum Map

Seventh Grade Writing Curriculum		**Eighth Grade Writing Curriculum**		

Seventh Grade Writing Curriculum

Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth

Unit Title: Journalism: Uncovering the Stories of Our World

Unit Title: The Art of Argument

Unit Title: Poetry - Self Portraits

Unit Title: Cross Genre: Developing Writing Styles and Craft through

Social Issues

Eighth Grade Writing Curriculum

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas

Unit Title: Argument Writing

Unit Title**:** Informational Writing - Historical Perspective Unit

Title: Memoir - Sharing our Story

K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June

Grade										
K	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
1	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
2	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then…
3	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
4	Routines	Arc of Story	Arc of Story Personal/ Persuasive	Personal/ Persuasive	Bringing History to Life	Bringing History to Life Literary Essay-Fiction	Literary Essay-Fiction Mythology/ Folklore	Mythology/ Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument-Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop / Looking Closely...	Looking Closely... / Writing for Readers	Writing for Readers	How-to Books...	How-to Books... / Persuasive Writing...	Persuasive Writing...	All About Books	All About Books / Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... / Writing How-to Books	Writing How-to Books / Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews / Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series / Writing Like Scientists	Writing Like Scientists
2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry... / Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories / The Art of Information...	The Art of Information... / Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research / Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story / Boxes and Bullets	Boxes and Bullets / Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life / Journalism	Journalism
5	Narrative Craft	Narrative Craft / Feature Articles	Feature Articles / The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History... / Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep / Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing / Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep / Design Your Own Unit/Poetry	Design Your Own Unit/Poetry / Writing Information Books	Writing Information Books

| 8 | Memoir | Memoir | The Literary Essay | The Literary Essay | Position Papers | Position Papers | Unit of Choice/Test Prep | Unit of Choice/Test Prep

Investigative Journalism | Investigative Journalism

Design Your Own Unit/Poetry | Design Your Own Unit/Poetry |
|---|---|---|---|---|---|---|---|---|---|---|

Third Grade Writing Curriculum

Pacing Guide	
Content Area: English Language Arts	
Grade Level: Third	
Establishing Rules and Building Routines	September
Unit 1: Crafting True Stories	October - November
Unit 2: The Art of Information Writing	December - January
Unit 3: Changing the World	February – March
Unit 4: Once Upon a Time	April - May

Unit 5: Poetry	June

Unit Title: Routines: Launching the Writing Workshop	Grade Level: Third	Time Frame: September
Standards: **W.3.1, W.3.2, W.3.3** **SL.3.1, SL3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6** **L.3.1, L3.2, L.3.3, L.3.4, L.3.5,L.3.6**		

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue ☐ Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ☐ Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

    8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Third grade students will infuse technology into Language Arts by learning to:
- Research technologies that have changed due to society's changing needs and wants ☐ Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ☐ Follow step-by step directions to assemble a product or solve a problem ☐ ☐ Identify how computer programming impacts our everyday lives

Essential Questions:	Unit Goals/Enduring Understandings:
- What role do readers have in building a community of readers? - How can discussing a book with a partner help us better understand what we read? - Why is it important to choose a just right book?	☐ Establish roles and routines of Writers Workshop
Skills: - Partner share - Stamina - Setting up notebooks	**Demonstration of Learning:** - Conference Notes - Teacher Created Assessments - Small Group Observations

Mentor Texts: Resources: Anchor Charts		Structures: - Minilessons - Independent Writing - Conferencing - Shared Writing/Reading - Strategy Groups Partner Conversations - Mid-Workshop Teaching Point - Teaching Share	Writing Process: - Generate Ideas (Think) - Rehearse (Say) - Plan (Sketch) - Draft - Revise - Edit - Publish - Celebrate
Interdisciplinary Connections Social Studies *Get to know your classroom by creating a classroom map, label all of the parts of the classroom on the map Media Center *Begin labeling books *Make a card catalogue of the classroom library	**21st Life and Career** **21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g.,	**Integrated Modifications/Accommodations:** **Special Education** - Small group/One to one - Additional time - Review of directions - Student provides oral responses - Quiet space to calm down/relax - Preferential seating - Reduction of distractions - Follow a routine/schedule - Teach time management skills - Verbal and visual cues regarding directions and staying on task - Rest breaks - Immediate feedback **Section 504** - Small group/One to one - Large print textbooks - Additional time - Student provides oral responses - Assistance in maintaining uncluttered space - Alternate quiet and active time - Preferential seating - Reduction of distractions - Follow a routine/schedule - Teach time management skills - Verbal and visual cues regarding directions and staying on task	**At Risk of School Failure** - Small group/One to one - Student restates information - Concrete examples - Assistance in maintaining uncluttered space - Alternate quiet and active time - Quiet space to calm down/relax - Preferential seating - Reduction of distractions - Follow a routine/schedule - Teach time management skills - Varied choice of activity - Peer mentor - Checklists **Gifted and Talented** Presentation Strategies: - Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation - Avoid having student copy notes when material is already mastered Curriculum Strategies: - Provide opportunities for open-ended, self-directed activities - Provide instruction in research skills needed to conduct an independent study in student's interest area

	2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).		

| | | Space for movement and breaks
work in progress check
English Language Learners
• Support with graphics
• Tiered Vocabulary
• Dictionary, Native lang to English
• Additional time
• Review of directions
• Support auditory presentations with visuals
• Hands-on activities
• Verbal and visual cues regarding directions and staying on task | • Provide independent learning opportunities Use advanced supplementary/reading materials
• Encourage the use of creativity
• Ask higher level questions
• Provide opportunities to develop depth and breadth of knowledge in a subject area
Organizational/Behavioral Strategies:
• Use a Study Contract for student to achieve outcomes
• Use a Learning Log for independent or outside learning
• Establish a timeline for long-range projects
Motivational Strategies:
• Provide fewer drill and practice activities when material is learned
• Give student choices of activities in learning the content
• Allow the student to 'buy' time for self-directed activities after material is learned Assessment
Strategies:
• Give a pretest to allow the student to demonstrate mastery
• Provide self-checking materials
• Provide tests at a higher level of thinking
Environmental Strategies:
• Arrange for a mentor to work with the student in interest area
• Cluster group gifted/talented students by areas of strength in the classroom
• Allow independent use of library |

Unit Title: Routines: Launching the Writing Workshop	Grade Level: Third	Time Frame: September

Writers write everyday	- Writers use small moments and questions to write responses - Writers work on their stamina while writing about small moments or thoughts	

Writers follow routines and procedures	1. Writers establish a gathering place for reading - Introducing Transitions
	   a. Teachers use this to build rules and routines for gathering on the rug for Read Alouds and Minilessons
	2. Writers continually self-monitor and assess their writing
	   a. Teachers use this goal to build routines for independent writing
	3. Writers keep a writing journal of works
	   a. Teachers introduce writer's notebooks to students (First 20)
	4. Writers write responses to reading
	   a. Introduce Reading Notebook
	5. Readers turn and talk with a partner to discuss ideas
	   a. Create anchor chart for Turn and talk procedures
	6. Good writers write with purpose
	   a. Create anchor chart for writing with purpose
	7. Writers participate in accountable talk
	   a. Create anchor chart for accountable talk during turn and talk
	8. Writers with a partner - model with a student expectation
	   a. Teachers - create anchor chart for expected behaviors for PArtner Writing and Editing
		**Create class Stamina Graph
		
		**Picture read/retell/read words
		
		**Anchor Charts

☐ **Writers work with others to revise and Edit their writers.**	☐ Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's writing. We respond to what our partner has shared. We don't just move on.	*Anchor charts

Unit Title: Unit 1 Crafting True Stories	Grade Level: Third	Time Frame: October- November
Standards: W.3.3, W.3.4, W.3.5, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6		

Technology Implementation:

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

Third grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue ☐ Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ☐ Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Third grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants ☐ Collaborate with peers to illustrate components of a designed system

- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ☐ Follow step-by step directions to assemble a product or solve a problem

- Identify how computer programming impacts our everyday lives

Essential Questions:	Unit Goals/Enduring Understandings:
- How can I draw on a special experience to tell a captivating story? - How can I organize and balance my writing in a way that is clear to the reader, interests the reader, and emphasizes the heart of the story? - How do I revise and edit while independently crafting a personal narrative?	- Writers write personal narratives with independence and stamina. - Writers become a storyteller through writing. - Writers craft a second piece with newly gained independence. - Writers improve their work through revision and editing.

Skills:		Demonstration of Learning/Assessment Evidence:

• Self-assessment (checklist)
• Dialogue
• Writing structure
• Paragraph writing
• Personal narrative writing
	• Writing process
	• Discussion
	• Drawing on prior experiences
	• Stamina
		Formative •
		    Drafts
		    • Conference Notes
		    • Small Group Observations
		Summative
		    • Published personal narrative
		Alternative
		    • Teacher Created Assessments
		Benchmark
		    • Drafts
		    • STAR360/MAP

Mentor Texts:	Structures:	Writing Process
• Come on, Rain! **Resources:** • Units of Study for Teaching Writing • Anchor charts • Mentor Text(s)	• Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	• Prewrite • Draft • Revise • Edit • Publish • Celebrate

Cross Curricular Connections:	21st Life and Career	Integrated Modifications/Accommodations:	At Risk of School Failure
Social Studies- Get to know your classroom by creating a classroom map and labeling all of the parts of the classroom and the classroom library	**21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	**Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies:

		• Verbal and visual cues regarding directions and staying on task	● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Unit 1 Building a Reading Life		Grade Level: Third	Time Frame: October - November
Goals	**Suggested Mini lessons**		**Teacher's Notes/Ideas**
1. Students will write personal narratives with independence and stamina.	• Writers make and set goals for themselves. They also brainstorm types of writing they would like to explore. • Writers brainstorm by thinking of small moments spent with special people. • Writers think of a place, the small moments that happened in that place, and select one to write about. • Writers understand the difference between a story and a summary. They tell a story in scenes. • Writers stop to self-monitor and consider what is going well and how they can improve to bring their writing to the next level. • Writers edit as they write.		
2. Students will become a storyteller through writing.	• Writers rehearse writing through discussion with a partners. They will consider multiple possible leads. • Writers write with stamina and passion to capture their visualizations on paper. • Writers study and take note of an author's craft and apply these techniques to their own writing. They take notice of how an author hooks a reader at the beginning and uses particular language for interest. • Writers identify the most important part of a story and develop that section. • Writers revise by grouping sentences into paragraphs to support sequencing, dialogue, and allow for elaboration of the story.		*Additional instruction may be needed for final lesson (on paragraph writing).*
3. Students will craft a second piece with newly gained independence.	• Writers refer to their first draft for guidance on how to independently begin a second piece. They will set new goals for moving forward. • Writers revise as they write so their writing reflects all they know. • Writers replay life events to relive the experience and then write about these experiences in a way that allows the reader to feel it. • Writers think carefully about the kinds of details they add to their writing, balancing dialogue with action, thoughts, and details about the setting. • Writers correctly punctuate dialogue.		
4. Students will improve their work through revision and editing.	• Writers revise to provide clarity and purpose. They get rid of extra words and focus on the heart of the story. • Writers learn from mentor texts in order to make endings more powerful. • Writers edit their writing and use checklists to self-monitor and improve their writing. • Writers celebrate and share their published writing.		*Plan for additional day(s) to publish writing piece.*

Unit Title: Unit 2: The Art of Information Writing	Grade Level: Third	Time Frame: December- January

Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue ☐   Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ☐   Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2:**   **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.** Third grade students will infuse technology into Language Arts by learning to:
- Research technologies that have changed due to society's changing needs and wants ☐   Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ☐ Follow step-by step directions to assemble a product or solve a problem
- ☐ Identify how computer programming impacts our everyday lives

Essential Questions:	Unit Goals/Enduring Understandings:
- How can I teach someone else about a topic I have researched? - What strategies do writers use when writing an informational book? - What can I learn from a mentor text to help me write an information book?	- Writers organize information to assist them in the writing process. - Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing. - Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads. - Writers transfer gained knowledge from longer research projects and apply it to shorter ones.

Skills:		Demonstration of Learning/Assessment Evidence:
Skills: ☐ Research process • Text structure • Text features • Self-assessment	• Writing structure • Paragraph writing • Stamina • Writing process • Activating and using prior knowledge	**Demonstration of Learning/Assessment Evidence:** **Formative** • Drafts • Conference Notes • Small Group Observations **Summative** • Published pieces **Alternative** • Teacher Created Assessments **Benchmark**

		• Drafts • STAR360/MAP
Mentor Texts: • Deadliest Animals • VIP Pass to a Pro Baseball Game Day (use disc) **Resources:** • Units of Study for Teaching Writing • Anchor charts • Mentor Text(s)	**Structures:** • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	<u>**Writing Process**</u> • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Cross Curricular Connections:
Social Studies-Immigration, regions of the US units of study ・*Complete a state or country report.
 * Write a travel journal about one immigrant's journey to the United States.
*Theater/Arts-field trip to play or museum about immigration

21st Life and Career
21st Century Life and Career
• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
 • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to

Integrated Modifications/Accommodations:
Special Education
- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions

    and staying on task

- Rest breaks
- Immediate feedback
Section 504
- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions

    and staying on task

- Space for movement and breaks
- work in progress check
English Language Learners
- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time

At Risk of School Failure
- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists
Gifted and Talented
Presentation Strategies:
- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered
Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced supplementary/reading materials
- Encourage the use of creativity
- Ask higher level questions

different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

		● Review of directions ● Support auditory presentations with visuals ● Hands-on activities ● Verbal and visual cues regarding directions and staying on task.	● Provide opportunities to develop depth and breadth of knowledge in subject area **Organizational/Behavioral Strategies:** ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects **Motivational Strategies:** ● Provide fewer drill and practice activities when material is learned ● Give student choice activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned **Assessment Strategies:** ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking **Environmental Strategies:** ● Arrange for a mentor to work with the student in interest area ● Cluster Group gifted/talented students by areas of strength in the classroom ● Allow independent use of the library

Unit Title: Unit 2 The Art of Information Writing	Grade Level: Third	Time Frame: December - January

Goals	Suggested Mini lessons	Teacher's Notes/Ideas
1. Students will organize information to assist them in the writing process.	• Writers understand that information writing is writing to teach someone else about a topic. • Writers organize their writing by structuring their writing into subtopics. • Writers explore various writing structures that will allow them to understand varying the structure helps them think about a topic in a new, exciting way. • Writers layer the information of their subtopics in a way that makes sense so the reader can understand as much as they can about the topic.	

	☐ Writers utilize a table of contents to help them plan their writing. They understand this helps their readers understand their writing.	
2. Students will use mentor texts, make connections within and across chapters, and research topics to enhance their writing.	☐ Writers use mentor texts to elaborate by incorporating various nonfiction text • features. Writers use different transitional strategies and phrases to connect information in their chapters. They find ideas in mentor texts to best transition in their own writing. • Writers balance interesting facts with an engaging style. They do this through structure and word choice that enhances their voice. • Writers conduct further research to ensure text accuracy and find more information to enhance their informational books. • Writers revise their writing by reflecting on revisions already made, identifying parts that need clarification, and adding information. • Writers reflect on mentor text introductions in order to write their own powerful introductions.	

3. Students will use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.	• Writers review their information writing by using a checklist and planning for the revision process. • Writers use additional revision strategies to clarify confusion in their work. They do this by imaging different perspectives and roleplaying with a partner. Writers • are selective and aware of which text features best enhance their informational writing. • Writers ensure accuracy of all facts by double checking their research. • Writers edit their work by organizing information into paragraphs.	*Additional instruction may be needed for final lesson (on paragraph writing).* *Plan for additional day(s) to publish long writing piece and celebrate.*
4. Students will transfer gained knowledge from longer research projects and apply it to shorter ones.	• Writers transfer previously learned strategies to plan and draft a content specific information piece. ☐ Writers use different strategies and self-assessments to revise their original plan • for writing. Writers use previously learned skills about writing informational books to write ☐ other types of information writing (speech, brochure, catalogue). Writers use all the information they have learned about a topic to wrap up a • project. Writers celebrate publishing a project by teaching others about their topic, using the knowledge and expertise they have gained.	*Plan for additional day(s) to publish short writing piece.*

Unit Title: Unit 3 Changing the World	Grade Level: Third	Time Frame: February - March
Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6		

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions

- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. ☐ Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media
  8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Third grade students will infuse technology into Language Arts by learning to:
- Research technologies that have changed due to society's changing needs and wants ☐ Collaborate with peers to illustrate components of a designed system
- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ☐ Follow step-by step directions to assemble a product or solve a problem ☐ Identify how computer programming impacts our everyday lives

24

Essential Questions:	Unit Goals/Enduring Understandings:
• What strategies can I use to persuade others to agree with my opinion? • What types of persuasive and opinion writing are there? • How can I organize my evidence to make it the most convincing to my audience?	• Writers persuade readers through speech writing. • Writers raise the level of their persuasive writing. • Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials). • Writers work together to research, write, and inform others about a cause.

Skills:		Demonstration of Learning/Assessment Evidence:
• Research process • Text structure • Self-assessment • Writing structure	• Paragraph writing • Stamina • Writing process • Activating and using prior knowledge • Persuasive and opinion writing	**Formative** • Drafts • Conference Notes • Small Group Observations **Summative** • Published personal pieces **Alternative** • Teacher Created Assessments

		Benchmark • Drafts • STAR360/MAP
Mentor Texts: *Please note that the mentor texts are te acher's choice. These are suggestions if you need them.* **Resources:** • Units of Study for Teaching Writing • Anchor charts • Mentor Text(s)	**Structures:** • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	**Writing Process** • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Cross Curricular Connections:	21st Life and Career	Integrated Modifications/Accommodations:	At Risk of School Failure

Cross Curricular Connections:

Math or Social Studies ·

Create an economic review of local restaurants as a critic with added statistics.

21st Life and Career

21st Century Life and Career

• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

• 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)

• 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

 • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)

• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

 • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and

Integrated Modifications/Accommodations:

Special Education

- Small group/One to one
- Additional time
- Review of directions
- Student provides oral responses
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions

     and staying on task

- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions

     and staying on task

- Space for movement and breaks
- work in progress check

English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English

At Risk of School Failure

- Small group/One to one
- Student restates information
- Concrete examples
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
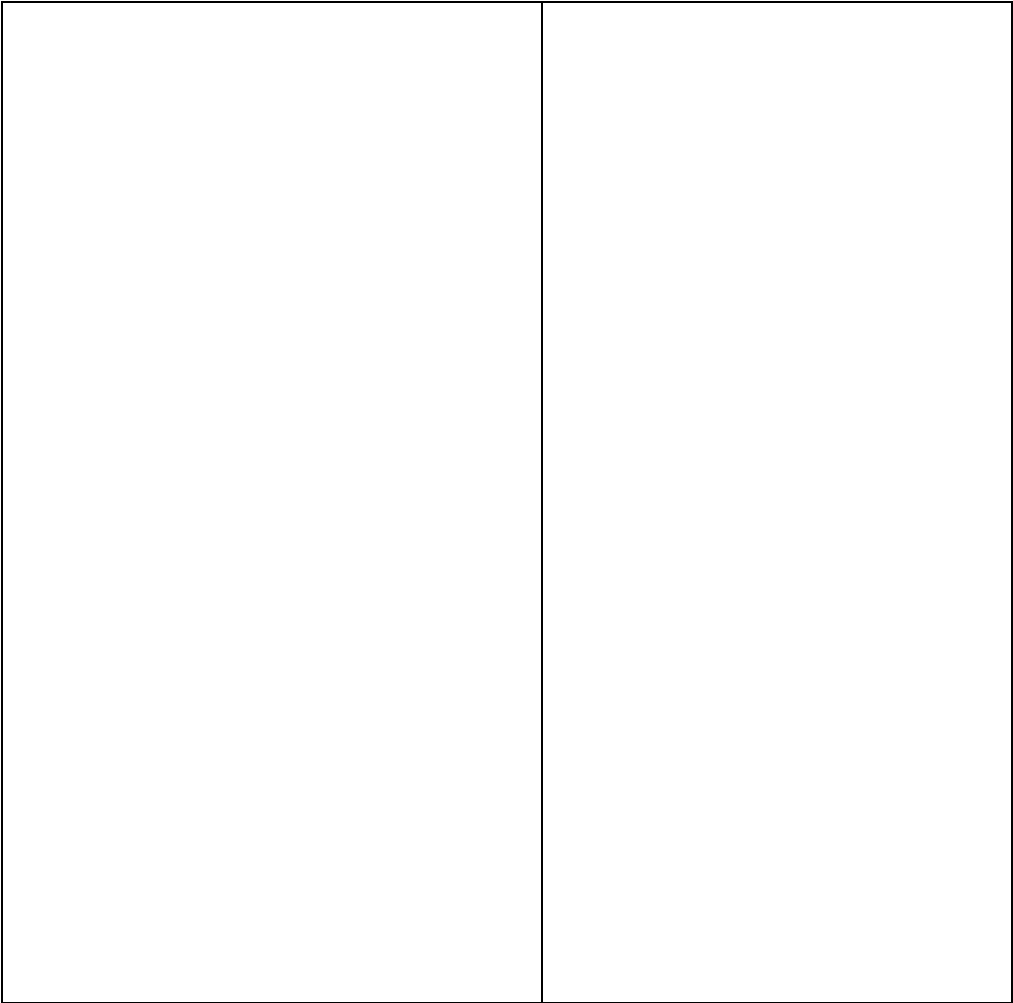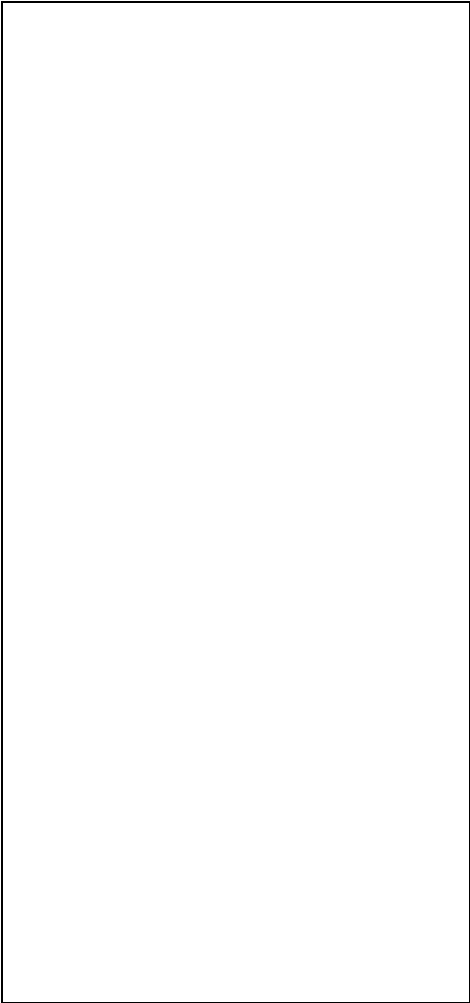- Peer mentor
- Checklists

Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered

Curriculum Strategies:

- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area
- Provide independent learning opportunities Use advanced

global (e.g., 6.1.5.CivicsCM.3).

		• Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	supplementary/reading materials ● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Unit 3 Changing the World		Grade Level: Third	Time Frame: Mid-December to Mid-January
Goals	**Suggested Mini less** **ns**		**Teacher's Notes/Ideas**
1. Students will begin working on persuasive speeches.	- Writers immerse themselves into persuasive speech writing by flash-drafting a speech. - Writers understand that persuasive speech writers gather, choose between, and try out different ideas for changes they would like to see in the world. - Writers write persuasively to get others to look at what's beautiful, not what's broken. - Writers address the audience directly as a strategy to be more persuasive. - Writers edit as they write, considering their audience and taking time to spell what they know to ensure clarity. - Writers understand that in order to get better at something, they should stop, self-assess, and make plans for their writing.		
2. Students will raise the level of their persuasive writing.	- Writers gather all of the information they know about a topic and plan for research in order to collect evidence for their opinions. - Writers organize and categorize their evidence. - Writers provide examples as a way to show what they are saying and make speeches more persuasive. - Writers consider their audience and what effect they want their speech to have. They collect the most convincing material. - Writers use paragraphs and transition words to organize drafts. - Writers revise as they write, choosing words that are the most effective. - Writers use an editing checklist to proofread their own writing. They work with a writing partner to catch errors in their writing.		
3. Students will explore transforming their persuasive speech into different forms of opinion writing (letters, petitions, editorials).	□ Writers understand that persuasive speeches are just one of many forms of opinion writing □ (letters, petitions, editorials). - Writers hold themselves accountable and making plans for their work. - Writers collect evidence in a variety of ways. They can conduct surveys and interviews. Writers revise as they write. They can revise their introductions and conclusions in order to determine what will have the biggest influence on their audience. - Writers self-assess by using a checklist or goal sheet and setting new goals.		

4. Students will be grouped together to research, write, and inform others about a cause.	• Writers understand that different audiences can help them address their cause. • Writers conduct further research about a cause and consider how it changes what they already know and think. • Writers revise as they write, in order to reflect all they know and can do. • Writers proofread their work in order to have their opinion taken seriously. • Writers celebrate their published work by sharing it with a real audience.	*Students need to be put into "cause groups."*

Unit Title: Unit 4 Once Upon a Time	Grade Level: Third	Time Frame: April - May

Standards:

 W.3.3a, W3.3b, W.3.4 W.3.5, W.3.6 W.3.7, W.3.8

RL.3.1, RL.3.2, RL.3.4,
SL.3.1, SL3.2, SL3.3, SL3.4, SL.3.6
L3.1, L3.23c, L3.2f, L.3.3, L3.3a, L.3.5a, L.3.6

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
• Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐   Use a graphic organizer

  to organize information about problem or issue ☐   Create and use a database to answer basic questions

• Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and

  present possible solutions, using digital tools and online resources for all steps. ☐   Analyze the resource citations in online materials for proper use

• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**
Third grade students will infuse technology into Language Arts by learning to:
• Research technologies that have changed due to society's changing needs and wants ☐   Collaborate with peers to illustrate components of a

  designed system

• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models

- Follow step-by step directions to assemble a product or solve a problem
- Identify how computer programming impacts our everyday lives

Essential Questions:	Unit Goals/Enduring Understandings:
☐	• Writers adapt classic stories in hopes to make it better • Writers build and adapt on tales by writing with independence • Writers use literary elements to create an original fairytale
Skills: • Literary Elements • Compare and contrast tales from different cultures • Comprehend basic plots from tales around the world • Use correct convention appropriate for third grade ☐ Revise/ Edit	**Demonstration of Learning/Assessment Evidence:** **Formative** • Drafts • Conference Notes • Small Group Observations **Summative** • Published personal narrative **Alternative**

	• Teacher Created Assessments **Benchmark** • Drafts • STAR360/MAP	
Mentor Texts: *Please note that the mentor texts are teacher's choice. These are suggestions if* *you need them.* *Little Red Riding Hood* *Three Billy Goats Gruff* **Resources:** • Units of Study for Teaching Writing • Anchor charts • Mentor Text(s)	**Structures:** • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	**Writing Process** • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Cross Curricular Connections:	**21st Life and Career**	**Integrated Modifications/Accommodations:**	**At Risk of School Failure**
Social Studies- ● Write new version of a story from the point of view from another country	**21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as	**Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners**	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials

personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

		Support with graphics	Encourage the use of creativity
		• Tiered Vocabulary	● Ask higher level questions
		Dictionary, Native lang to English	● Provide opportunities to develop depth and breadth of knowledge in a subject area
		Additional time	
		Review of directions	Organizational/Behavioral Strategies:
		Support auditory presentations with visuals	● Use a Study Contract for student to achieve outcomes
		Hands-on activities	● Use a Learning Log for independent or outside learning
		Verbal and visual cues regarding directions and staying on task	● Establish a timeline for long-range projects
			Motivational Strategies:
			● Provide fewer drill and practice activities when material is learned
			● Give student choices of activities in learning the content
			● Allow the student to 'buy' time for self-directed activities after material is learned
			Assessment Strategies:
			● Give a pretest to allow the student to demonstrate mastery
			● Provide self-checking materials
			● Provide tests at a higher level of thinking
			Environmental Strategies:
			● Arrange for a mentor to work with the student in interest area
			● Cluster group gifted/talented students by areas of strength in the classroom
			● Allow independent use of library

Unit Title: Unit 4 Once Upon a Time	Grade Level: Third	Time Frame: April - May
Goals	**Suggested Mini lessons**	**Teacher's Notes/Ideas**
☐ Writers adapt classic stories in hope to make it better	• • Writers write adaptions often. They take a classic story and write a different version of it. Writers plan how an adaptation of a story will go. We can do this by first deciding on a change that we think will improve the story and then we make sure the change leads to other changes in the story. • Writers rehearse stories to bring the story to life.	

	• Writers know that they can rehearse the story in the middle just like we do at the start. It helps to tell and retell the story • Writers of fairy tales use narration, or telling in some important way, to introduce the story, to stich one scene to the next, and to end the story • Writers are their own tough critic. We reread our stories judging our own work and thinking of ways to make it better.	
☐ Writers build and adapt on tales by writing with independence	• Writers plan not only their writing, but also the process for writing, We use our imagination and do it in reality • Writers know that fairy tales are written to be read aloud, or story told in ways that make the listeners excited to read. Writers write stories in ways that ensure the reader is feeling what the writer intended them to feel. • Serious writers revise work early on and use those revisions to lift what is already written. • Writers support dialogue with an action. • Writers revise their fairy tales by using what they know about language to paint pictures in the minds of their readers • Writers create their own style of writing by experimenting with different types of sentences. We turn sentences into smoother, more precise and well-paced sentences	
☐ Writers use literary elements to create an original fairytale	• Writers know that to write a fairytale we need a formula. We need a character with traits and wants, a problem, more trouble, magic, and then a resolution. • Writers sometimes focus characters' actions around an object that's important to that main character, which makes those actions more meaningful. • Writers live in the world of their stories. We add tiny bits of description. We really show the actions of the character by carefully choosing words that help show what is being said. • Writers know that in fairytales, magic needs to connect to the heart of the story. Magic is most prominent when trouble arises and usually helps to solve the problem. • Writers celebrate their stories!	

Unit Title: Unit 5 Poetry	Grade Level: Third	Time Frame: June

35

Standards: W.3.4 W.3.5, W.3.6 W.3.7, W.3.8
RL.3.1, RL.3.2, RL.3.4,
SL.3.1, SL3.2, SL3.3, SL3.4, SL.3.6
L3.1, L3.23c, L3.2f, L.3.3, L3.3a, L.3.5a, L.3.6

Technology Implementation:
8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Third grade students will infuse technology into Language Arts by learning to:
• Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
• Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures ☐ 　　　　　Use a graphic organizer

　to organize information about problem or issue ☐ 　　　Create and use a database to answer basic questions

• Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and

　present possible solutions, using digital tools and online resources for all steps. ☐ 　　　　　Analyze the resource citations in online materials for proper use

• Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media **8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**
Third grade students will infuse technology into Language Arts by learning to:
• Research technologies that have changed due to society's changing needs and wants ☐ 　　　　　Collaborate with peers to illustrate components of a

　designed system

• Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models ☐ 　　Follow

　step-by step directions to assemble a product or solve a problem

• ☐ Identify how computer programming impacts our everyday lives

Essential Questions:	**Unit Goals/Enduring Understandings:**
☐	• 　Writers view the world as a poet • 　Poets use language and sound to create meaning in poetry • 　Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry

Skills:	Demonstration of Learning/Assessment Evidence:
• Revise/ Edit • Understand poetry is one way to communicate about and describe feelings, sensory images, events, or ideas • Understand the purpose of white space and line breaks • Know the difference between poetic language and ordinary language	**Formative** • Drafts • Conference Notes • Small Group Observations **Summative** • Published personal narrative **Alternative** • Teacher Created Assessments **Benchmark**

	• Drafts • STAR360/MAP

Mentor Texts: *Please note that the mentor texts are teacher's choice. T* *Little Red Riding Hood Three* *Billy Goats Gruff* **Resources:** • Units of Study for Teaching Writing • Anchor charts • Mentor Text(s)	Structures: • Minilessons • Independent Writing • Conferencing • Shared Writing/Reading • Strategy Groups Partner Conversations • Mid-Workshop Teaching Point • Teaching Share	Writing Process • Prewrite • Draft • Revise • Edit • Publish • Celebrate

Cross Curricular Connections:	21st Life and Career	Integrated Modifications/Accommodations:	At Risk of School Failure
Science/Technol ogy *Use online poetry generators to write descriptive poems of animals and/or their environment	**21st Century Life and Career** • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7) • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6) • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).	**Special Education** • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks • Immediate feedback **Section 504** • Small group/One to one • Large print textbooks • Additional time • Student provides oral responses • Assistance in maintaining uncluttered space • Alternate quiet and active time • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Space for movement and breaks • work in progress check **English Language Learners** • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions	• Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists **Gifted and Talented** Presentation Strategies: ● Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation ● Avoid having student copy notes when material is already mastered Curriculum Strategies: ● Provide opportunities for open-ended, self-directed activities ● Provide instruction in research skills needed to conduct an independent study in student's interest area ● Provide independent learning opportunities Use advanced supplementary/reading materials

38

			Support auditory presentations with visuals	Encourage the use of creativity
			• Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task	● Encourage the use of creativity ● Ask higher level questions ● Provide opportunities to develop depth and breadth of knowledge in a subject area Organizational/Behavioral Strategies: ● Use a Study Contract for student to achieve outcomes ● Use a Learning Log for independent or outside learning ● Establish a timeline for long-range projects Motivational Strategies: ● Provide fewer drill and practice activities when material is learned ● Give student choices of activities in learning the content ● Allow the student to 'buy' time for self-directed activities after material is learned Assessment Strategies: ● Give a pretest to allow the student to demonstrate mastery ● Provide self-checking materials ● Provide tests at a higher level of thinking Environmental Strategies: ● Arrange for a mentor to work with the student in interest area ● Cluster group gifted/talented students by areas of strength in the classroom ● Allow independent use of library

Unit Title: Unit 5 Poetry	Grade Level: Third	Time Frame: June

Goals	Suggested Mini lessons	Teacher's Notes/Ideas
Writers view the world as a poet	• Poets look at things with their hearts and minds by looking at them from different angles and considering what they resemble • Writers slow down and notice more about the world. We don't stop at our first ideas we ask questions and look at objects in another way to develop new ideas and insights ***Students are invited to bring in treasures from home, outside, inside the classroom • Poets make decisions about line breaks and word placement by studying mentors and place line breaks with our reader in mind. • Poets try writing their line breaks in different ways and make decisions about which matches the poem they want to write. We may write it three different ways and choose the best. • Poets can start with big ideas and write small about them. That is we think about a big moment or an object that can represent a big feel. We do this by thinking about the feeling, closing our eyes and imaging moments and objects that relate. • Poets write down poetry ideas throughout their day and use those ideas for writing Poets are sure to think about both strong feelings and concrete details. • We ask: *Does this idea have a big feeling?, Have I found specific moments, details of objects that hold that feeling for me?* • Partners support each other in the writing process. We can go to them as poetry teachers and get advice. • Poets edit their poems paying close attention to spelling. We circle words that we need to edit for spelling and we use our fix-up strategies to spell them. We write our word three times and then consult a dictionary if necessary.	

| Poets use language and sound to create meaning in poetry | • Poets think carefully about the words that they choose. They search for exact honest words, words that match what they are trying to say. (Perhaps create a poetry wall, adding all the precise language under the words they replace)

• Poets repeat words, sounds, and lines to give their poems music and to make the meaning of their poems more clear.

• Partners read aloud their poetry looking for places to revise
• Poets consider the mood they want their poems to convey. They write, thinking about the mood, and they reread their poems considering, *Does the mood match the meaning?*

• Poets know that the mood of a poem does not have to be constant throughout a poem. We may want to try to change the mood throughout the poem. (ex. excitement, fear) | |
| | ☐
  Poets try their poems from different points of view. We might write poems about how we love to read books and we might also try it out from the book's point of view - how the book loves to be read.
• Poets can use similes or other comparative language to convey meaning. We compare an object or feeling to something else. We use comparative language.
• Poets stick with comparisons to make them stronger. We can carry the comparison throughout a poem. One way to do this is to include action that go along with the comparison.
• Poets reflect on their growth as a poet and the growth of their poetry. Poets set new goals and plans for their writing. | |

Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry	☐
	
	Poets study mentors to reflect on structure. Poets experiment with different structures in their poems. We read with a partner and by ourselves to hear how the structure conveys
	• meaning.
	Poets make decisions about structure. We might ask, *What kind of structure will work best for what I have to say?*
	
	    ○ Conversation poems ○ List
	
	        poems ○ Story
	
	        poems ○ Mask poems
	
	    ○
	
	    Poems of address ○
	
	    Riddle Poems
	• Poets try different structures for story poems. We might try, ○ Tell a story bit by bit ○ Focus on a small moment ○
	
	      Add detail ○ Spice it up with strong words
	
	• Poets revise by replacing vague feelings with images that show rather than tell.
	
	• Poets sketch out their feelings on a subject to support their writing.	