

Elementary Writing Curriculum: Units of Study in Writing

Grade 3

Unit 1: Crafting True Stories			
Overview	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • establish routines in Writer’s Workshop • generate ideas • write personal narratives independently • revise/edit writing <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers thrive in an environment with established routines and procedures. • Writers deserve a well-developed, student-focused writing center to help foster a love of writing throughout the year. • Writers have an understanding of narrative writing and can demonstrate this knowledge by responding to an on-demand narrative writing prompt. 		
Unit Learning Bends	Bend I: Writing Personal Narratives with Independence	This bend will focus on establishing routines in Writer’s Workshop, generating ideas, and writing personal narratives independently. It will focus on what the students wrote as second graders and show them the possibility of what they can write as third grade writers using narrative writing standards.	Priority Standards across the Unit that will be addressed:
	Bend II: Becoming a Storyteller on the Page	This bend focuses on students developing a seed story by telling it over and over again in different ways. In this bend, students will study the mentor text, <i>Come On Rain</i> , for examples and ideas. Students will also focus on writing leads and paragraphing.	
	Bend III: Writing with New Independence on a Second Piece	This bend will help the students become independent writers. They will learn that when a draft is finished, it is time to start a new draft to transfer and practice writing strategies.	
			W.3.3a W.3.3b W.3.3c W.3.3d W.3.5

	Bend IV: Fixing Up and Fancying Up Your Best Work: Revising and Editing	This bend will focus on taking a piece of writing to the publication stage. Students will select a piece to publish based on its quality. They write an ending, and revise and edit the piece. Lastly, they will publish a personal narrative and have a celebration.	
--	---	---	--

Unit Resources	Suggested Mentor Text in This Unit: <ul style="list-style-type: none"> <i>Come on Rain</i> by Karen Hesse
-----------------------	--

Lesson Topics Across the Unit	<p>Lesson 1: Starting the Writing Workshop: Visualizing Possibilities</p> <p>Lesson 2: Finding Ideas and Writing Up a Storm</p> <p>Lesson 3: Drawing on a Repertoire of Strategies: Writing with Independence</p> <p>Lesson 4: Writers Use a Storyteller’s Voice. They Tell Stories, Not Summaries.</p> <p>Lesson 5: Taking Stock: Pausing to Ask, “How Am I Doing?”</p> <p>Lesson 6: Editing as We Go: Making Sure Others Can Read Our Writing</p> <p>Lesson 7: Rehearsing: Storytelling and Leads</p> <p>Lesson 8: Writing Discovery Drafts</p> <p>Lesson 9: Revising by Studying What Other Authors Have Done</p> <p>Lesson 10: Storytellers Develop the Heart of a Story</p> <p>Lesson 11: Paragraphing to Support Sequencing, Dialogue, and Elaboration</p> <p>Lesson 12: Becoming One’s Own Job Captain: Starting a Second Piece, Working with New Independence</p> <p>Lesson 13: Revision Happens throughout the Writing Process</p> <p>Lesson 14: Drafting: Writing from Inside a Memory</p> <p>Lesson 15: Revision: Balancing Kinds of Details</p> <p>Lesson 16: Commas and Quotation Marks: Punctuating Dialogue</p> <p>Lesson 17: Writers Revise in Big, Important Ways</p> <p>Lesson 18: Revising Endings: Learning from Published Writing</p> <p>Lesson 19: Using Editing Checklists</p>
--------------------------------------	---

Unit 2: The Art of Information Writing

Overview	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> write using different structures; boxes and bullets, cause and effect, problem and solution, pros and cons, compare and contrast utilize text features; diagrams, charts, captions, drawings and photographs, definition boxes, maps, timelines, and glossaries use expert knowledge and vocabulary to teach readers a lot about their specific topic. write an introduction that hooks readers onto the topic and a conclusion that neatly wraps up the piece. use appropriate spelling and mechanics teach reader information about a subject by adding ideas, observations, and questions
-----------------	--

	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers of information will organize information as they write in different structures and subtopics. • Writers will learn a variety of structures and practice writing in more than one way. • Writers will layer their information to teach readers what they know about a given topic. • Writers will learn the importance of a table of contents to help set up their chapters on the topic they chose. 		
<p>Unit Learning Bends</p>	<p>Bend I: Organizing Information</p>	<p>In this bend, students will be writing on topics that aim to teach others about topics they already know about. Teachers will teach students how to write for real audiences, the power of a table of contents, and various structures to organize their writing.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.8</p>
<p>Bend II: Reaching to Write Well</p>	<p>This bend focuses on drafting and revising. Teachers will teach students that these are interlaced, and it can be challenging to tell when a writer is doing one of the other – just like professionals. Students will rely on their prior knowledge to improve their writing and they will be introduced to more complex revision strategies such as using research to elaborate.</p>		
<p>Bend III: Moving Toward Publication, Moving Toward Readers</p>	<p>Bend III supports students with publication. There is an emphasis on the importance of audience, using text features, fact checking, and being aware of grammar and conventions.</p>		
<p>Bend IV: Transferring Learning from Long Projects to Short Ones</p>	<p>The final bend focuses on transference and independence. Students will learn how they can write informatively in a variety of genres. This bend should connect to social studies work to demonstrate to students how transferable writing skills are.</p>		
<p>Unit Resources</p>	<p>Suggested Mentor Text for the Unit:</p> <ul style="list-style-type: none"> • <i>Dangerous Animals</i> by Melissa Stewart 		

<p>Lesson Topics across the Unit</p>	<p>Lesson 1: Teaching Others as a Way to Prime the Pump Lesson 2: The Power of Organizing and Reorganizing Lesson 3: New Structures Lead to New Thinking Lesson 4: Laying the Bricks of Information Lesson 5: Organization Matters in Texts Large and Small Lesson 6: Studying Mentor Texts in a Search for Elaboration Strategies Lesson 7: Making Connections within and across Chapters Lesson 8: Balancing Facts and Ideas from the Start Lesson 9: Researching Facts and Ensuring Text Accuracy Lesson 10: Reusing and Recycling in the Revision Process Lesson 11: Creating Introductions through Researching Mentor Authors Lesson 12: Taking Stock and Setting Goals Lesson 13: Putting Oneself in Readers’ Shoes to Clear Up Confusion Lesson 14: Using Text Features Makes It Easier for Readers to Learn Lesson 15: Fact-Checking through Rapid Research Lesson 16: Punctuating with Paragraphs Lesson 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit Lesson 18: Revising from Self-Assessments Lesson 19: Crafting Speeches, Articles, or Brochures Using Information Writing Skills Lesson 20: Bringing All You Know to Every Project Lesson 21: A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students</p>
---	---

Unit 3: Changing the World

<p>Overview</p>	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • write structured texts that contain a claim, reasons, and examples. • write about things happening around them in ways that move others toward action • become more adept at opinion writing to provide the beginning steps for more formal essay writing <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers’ voices have power and well-supported opinions can change the world. • Persuasive writers look at their world and imagine how it could be better to grow ideas for possible writing projects. • Persuasive writers must choose reasons that will convince an audience to support their opinion.
------------------------	--

<p>Bend I: Launching Work</p>	<p>During this bend, students will work to gather and support opinions to write a</p>	
-----------------------------------	---	--

<p>Unit Learning Bends</p>	<p>on Persuasive Speeches</p>	<p>persuasive speech. At the beginning of the bend, students will learn that persuasive writers look at the world and come up with ideas about how it can be better. They will come up with problems that they see in the world and work to come up with solutions to those problems. The first topic will be a shared topic so that students receive support for writing a speech that contains a claim, reasons, and examples. The first speech will be written, revised, and then delivered to the principal. Learning through that experience, students will then write 1-2 small speeches a day. At the end of this bend, students will choose one of their quick drafts to become the seed topic for the rest of the unit.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.3.1a W.3.1b W.3.1c W.3.1d W.3.5</p>
	<p>Bend II: Raising the Level of Persuasive Writing</p>	<p>This bend gives writers the opportunity to work for an extended period of time on their seed topic. To develop their speeches, students will gather facts and details about their topic. There will be a focus on teaching students how to categorize their research and then decide which evidence belongs in their speeches. They will go through the entire writing process in this bend, and it will end with a mini-publishing opportunity.</p>	
	<p>Bend III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p>	<p>In bend III, students will transfer and apply all they have learned about writing persuasive speeches to other types of opinion writing – petitions, editorials, persuasive letters, etc. As an introduction, students will study an example of a petition to compare petitions and persuasive speeches. Students will see that what they have already learned will help them work on these other persuasive genres. While working on their new projects, students will generate ideas, plan, draft, revise, and edit their writing. Students will self-evaluate and publish at the end of this bend.</p>	

	<p>Bend IV: Cause Groups</p>	<p>In the final bend, students will work in collaborative groups to support causes. These groups will decide on various projects they need to create. They will choose what writing product they want to create – speeches, petitions, or editorials. Teachers will focus on supporting students in research skills for their projects. At the end of the bend, students will publish their third and final piece.</p>	
<p>Unit Resources</p>	<p>Suggested Mentor Text for the Unit:</p> <ul style="list-style-type: none"> • “Tell LEGO to Stop Selling out Girls” by Bailey Shoemaker Richards and Stephanie Cole • “Battling Bullies” Scholastic News Article by Laura Egodigwe 		
<p>Lesson Topics across the Unit</p>	<p>Lesson 1: Practicing Persuasion Lesson 2: Gathering Brave, Bold Opinions for Persuasive Writing Lesson 3: Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence Lesson 4: Considering Audience to Say More Lesson 5: Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts Lesson 6: Taking Stock and Setting Goals Lesson 7: Gathering All You Know about Your Opinion Lesson 8: Organizing and Categorizing Lesson 9: For Example: Proving by Showing Lesson 10: By Considering Audience, Writers Select and Discard Material Lesson 11: Paragraphing to Organize Our Drafts Lesson 12: Choosing Words that Sound Right and Evoke Emotion Lesson 13: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication Lesson 14: Inquiry into Petitions Lesson 15: Becoming Your Own Job Captain Lesson 16: Gathering a Variety of Evidence: Interviews and Surveys Lesson 17: Revising Your Introductions and Conclusions to Get Your Audience to Care Lesson 18: Taking Stock Again: Goal Setting with More Independence Lesson 19: Tackling a Cause Lesson 20: Becoming Informed about a Cause Lesson 21: Yesterday’s Revisions Become Today’s Drafting Strategies Lesson 22: Getting Our Writing Ready for Readers</p>		

Unit: Baby Literary Essay

<p>Overview</p>	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • identify opinions and ideas about characters, lessons, and themes found in texts • write flash drafts of short literary essays using a read aloud picture book • reread a picture book and draft literary essays about the characters in the stories • identify and utilize argument techniques taught in the <i>Character Studies</i> unit to rehearse and strengthen their essays <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers will make a claim about an idea from a text and support that statement with some key evidence from the text. • Writers will include quotes or summaries from the text that support their idea. • Writers will come to understand how to write simple, clear literary essays. 		
<p>Unit Learning Bends</p>	<p>Bend I: Structuring Essays about Stories</p>	<p>In this bend, teachers will choose a picture book to use as a read aloud to the class. Students will come up with ideas about characters and lessons/themes in this text. In their mini-lessons, teachers will show students how to rehearse and draft a literary essay using ideas they've come up with as a class. Students will then write their own flash drafts using different ideas about the text. Each student will end with three drafts.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.3.1a W.3.1b W.3.1c</p>
<p>Bend II: Raising the Level of Our Literary Essays</p>	<p>In bend II, students will use what they learned in bend I to write literary essays on different short stories and picture books. Students will work in clubs to come up with ideas, or claims, about characters in the story. This bend will focus more on adding evidence to their essays and writing introductions and conclusions. Students will draft two essays in this bend.</p>		
<p>Bend III: Using Debate to Rehearse and</p>	<p>In this bend, students will compare two characters from different stories. Students will work with their clubs to come up with</p>		

	Strengthen Arguments About Characters	debatable ideas about characters. Students will rehearse, draft, and revise a few brief essays.	
Unit Resources	Suggested Mentor Text for Read Aloud: <ul style="list-style-type: none"> <i>Each Kindness</i> by Jacqueline Woodson 		
Lesson Topics across the Unit	<p>A variety of lessons will be incorporated across this unit. Lessons can include:</p> <ul style="list-style-type: none"> Brainstorming ideas about characters, lessons, and themes Flash-drafting multiple short literary essays Gathering and sorting text evidence Writing introductions and conclusions Comparing characters in familiar stories Rehearsing and strengthening argument essays about stories Creating debatable positions about characters Connecting their ideas and reasons with examples using transition words Writing several reasons or examples why readers should agree with their opinion and writing at least several sentences about each reason Organizing their information so that each part of their writing is mostly about one thing Using what they know about word families and spelling rules to help them spell and edit punctuation before writing a final draft. Punctuating dialogue correctly with commas and quotation marks, putting punctuation at the end of every sentence, and writing in ways that help readers read with expression. 		

Unit: Writing About Research

Overview	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> work in groups to create a club book create a table of contents teach others about a topic use elaboration to draft chapters develop writing collaboratively, using cross-text synthesis skills explore big ideas: animal adaptations, differences in animal habitats, etc. lift the level of their writing by using peer conferring and self-assessment <p>Enduring Understandings</p> <ul style="list-style-type: none"> Writers will transfer ideas and grow new ideas through creating powerful text structures. Writers will collaboratively develop their writing while supporting cross-text(s) synthesis skills. Information writers will use their knowledge of elaboration as they incorporate research into their writing.
-----------------	--

Unit Learning Bends	Bend I: Transferring Previous Learning on Information Writing to Write Research-Based All-About Books	In this bend, you will support students in writing new all-about books on the animal they are researching in Bend I of the reading Research Clubs unit. Students will work with their research club to write a book. They will generate ideas, create a table of contents, and then draft chapters to demonstrate their knowledge of elaboration.	Priority Standards across the Unit that will be addressed: W.3.2a W.3.2b W.3.2c W.3.2d
	Bend II: Writing All-About Books with an Emphasis on Structure	In bend II, students will write another all-about book, but this time it will be on the second animal they are researching in reading. These books will focus on text structure specifically. Each student will need to draft several chapters.	
	Bend III: Writing Books that Advance Big Ideas	Students will go to the next level with their writing. Instead of working on all-about books, they will explore big ideas such as: animal adaptations, differences in animal habitats, and more. Students will participate in peer conferring and self-assessment.	
Unit Resources	Suggested text for the unit includes non-fiction books on animals for the research reports students will be writing. The read aloud mentor text: <ul style="list-style-type: none"> <i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman 		
Lesson Topics across the Unit	A variety of lessons will be incorporated across this unit. Lessons can include: <ul style="list-style-type: none"> Teaching readers information about a subject, putting in ideas, observations, and questions. Writing a beginning that gets readers ready to learn a lot of information about a subject. Using words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>. Writing an ending that draws conclusions, asks questions, or suggests ways readers might respond. Grouping information into parts, with each part about one thing that connects to the big topic. Writing facts, definitions, details, and observations about their topic, and providing explanations. Choosing expert words to teach readers a lot about the subject, teaching information in a way to interest readers, using drawing, captions, or diagrams. 		

- | | |
|--|--|
| | <ul style="list-style-type: none">• Using what they know about spelling patterns to help them spell and edit before writing their final draft.• Getting help from others to check their spelling and punctuation before writing the final draft.• Punctuating dialogue correctly, with commas and quotation marks, putting punctuation at the end of every sentence, and writing in ways that help readers read with expression. |
|--|--|