



Grade 3

Writing & Grammar

Curriculum

Oradell Public School District
Oradell, NJ

2024

The Grade 3 Writing & Grammar Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

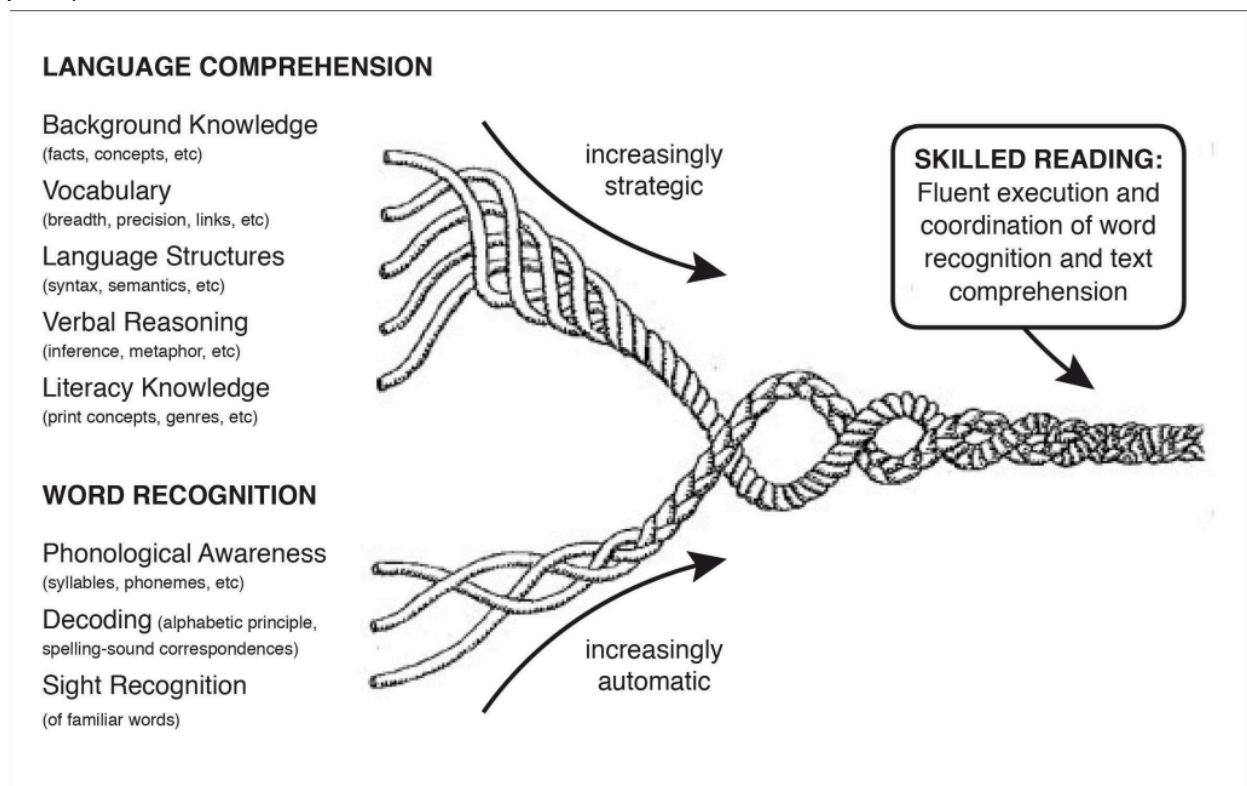
Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed

by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension

- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses

on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point.
© 2015 by Carl Anderson from *Assessing Writers*, Heinemann, Portsmouth, NH
Ⓢ is the symbol for Instructional Goal.

14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and

provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a “by” which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Grade 3

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	Understanding Story Elements to Dig into Fiction Reading	Writers Notebooks as a Playground	Combine simple sentences into compound sentences
2	December - January	Nonfiction: Comprehending Informational Texts	Nonfiction Books on Ancient Civilizations	Use prepositional phrases to build sentences
3	February - March	Fiction: Digging Deeper: Fables, Folktales, and Myths	Literary Essay	Using nouns, verbs, and adverbs appropriately
4	April-June	Nonfiction in a Content Area	Realistic Fiction	Use punctuation marks appropriately

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

Unit 1: Writers Notebooks as a Playground

Unit Overview

In this unit, Writers Notebooks as a Playground, students will discover and nurture their inner writer. Whether they are full of story ideas or just starting to find their voice, this unit will guide students through the process of capturing thoughts, developing them into narratives, and refining writing skills.

A writer's notebook is a personal and creative space where students can explore ideas, practice writing, and reflect on the progress. It is a place where students can experiment with different genres and styles, and where they can record the sparks of inspiration that come throughout the day.

Throughout this unit, students will engage in activities designed to stimulate creativity and help develop writing. They will learn how to generate and capture ideas through brainstorming techniques and story blurbs. They will discover the power of planning stories with tools like story mountains, which will help effectively structure narratives.

Writing is a process, and this unit emphasizes the importance of that process. Students will write daily, reflect on their work, and revise drafts based on feedback from peers and self-assessments.

Goals

- Writers use their notebook and the Writing Workshop to try out all sorts of writing.
- Writers generate and plan out ideas for pieces.
- Writers polish their writing to make it clear for readers.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher’s; teachers’)
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

Reading Domain

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

Writing Domain

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.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.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<ul style="list-style-type: none"> ○ I'm in Charge of Celebrations by Byrd Baylor ○ The Other Way to Listen by Byrd Baylor ○ Desert Voices by Byrd Baylor and Peter Parnall ○ Family Pictures by Carmen Lomas Garza ○ All the Places to Love by Patricia MacLachlan ○ Knots on a Counting Rope by Bill Martin Jr. and John Archambault ○ Wilfrid Gordon McDonald Partridge by Mem Fox ○ Isla by Arthur Dorros ○ 26 Fairmount Avenue & Series about His Life by Tomie dePaola ○ When I Was Your Age: Original Stories About Growing Up by Amy Ehrlich ○ Chicken Soup for the Kids Soul by Irene Dunlap, Jack Canfield, Mark Victor Hansen, and Patty Hansen 	<p>Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</p>

Grammar

Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (— *former OPS student, A.J. Castro*)

Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

Resources:

- [Quill](#)
- [Khan Academy](#)
- [Not Your Granny’s Grammar Slideshow](#)
- [Grammar 1 Unit - Essential Sentences](#)

Goals

We are learning to/that (WALT). . .

Pathways

. . . by engaging in the following pathways

Writers use grammar for clarity

Combine simple sentences into compound sentences

1. Read mentor texts and share noticings about sentences
2. Using your own simple sentences to show students how to use FANBOYS to make compound sentences.
3. Ask students to make simple and compound sentences using word cards.
4. Using your own simple sentences shows students how to use “sentence destroyers” to make complex sentences.
5. Teach students when to use commas in the three types of sentences.

Learning Goals/Objectives

Goals

Pathways

We are learning to/that (WALT). by engaging in the following pathways
<p>Writers use their notebook and the Writing Workshop to try out all sorts of writing.</p>	<p>Use all parts of the workshop</p> <ol style="list-style-type: none"> 1. During the mini lesson, listen and learn 2. During writing time, write, write, and write some more (if you get stuck use your brain and resources) 3. During reflect and share, talk with a partner <p>Think of a type of writing and try it</p> <ol style="list-style-type: none"> 1. Think of writing you see in the world (share some examples) 2. Try them out in your notebook 3. Repeat and have FUN <p>Stuck? Talk yourself into writing</p> <ol style="list-style-type: none"> 1. Notice when you are stuck 2. Say to yourself, "I have lots of ideas and they are important to share." 3. Jot down anything that comes to mind 4. Check the goals and strategies for help <p>Talk with partners</p> <ol style="list-style-type: none"> 1. Sit side by side 2. Share ideas for writing 3. Pick an idea you want to jot down or plan out 4. Tell your partner
<p>Writers generate and plan out ideas for pieces.</p>	<p>Use a writer's notebook for informational writing ideas</p> <ol style="list-style-type: none"> 1. Think of a topic you know a whole lot about 2. Jot that in a box 3. Jot below what you can teach about the topic 4. Repeat <p>Use a writer's notebook for opinion ideas</p> <ol style="list-style-type: none"> 1. Think of something you like, love, or dislike

	<ol style="list-style-type: none"> 2. Write that in the box 3. Jot reasons (bullets below) why you like or love that <p>Story double timeline</p> <ol style="list-style-type: none"> 1. Draw two rising timelines 2. On the top line write a few words about what was happening 3. On the bottom line write what you (or a character) was thinking and feeling <p>Use a writer's notebook for story ideas</p> <ol style="list-style-type: none"> 1. Think of a person or animal 2. Think of one time with that person or animal 3. Write a story blurb (quick summary) 4. Repeat <p>Make a plan using Boxes and bullets (info and opinion writing)</p> <ol style="list-style-type: none"> 1. Write the topic in the box 2. Write info/reasons below using dots 3. Choose the first dot and put that in a new box 4. Write info/reasons below 5. Repeat
<p>Writers polish their writing to make it clear for readers.</p>	<p>Reread for spelling</p> <ol style="list-style-type: none"> 1. Point to each word 2. Look at each letter 3. Say the sounds that match each letter or group of letter 4. Double check that all the letters match the sounds <p>Talk to a partner</p> <ol style="list-style-type: none"> 1. Share your notebook ideas with a partner 2. Ask, "Does this make sense?" 3. Fix up if the partner's suggestions help <p>Fix up ideas</p> <ol style="list-style-type: none"> 1. Reread over ideas 2. Ask yourself, "Do these ideas make sense?"

3. Fix up as needed

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment).
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Provide sentence starters or guided questions to keep partner talk focused on the writing task.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Provide a checklist to edit spelling, grammar, and punctuation.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Provide a timeline to ensure that the student’s writing follows a specific sequence.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.

	<ul style="list-style-type: none"> ● Provide pre-filled “Piece of Heart” anchor charts to generate ideas. ● Define emotions and feelings. ● Provide direct and explicit instruction on adding dialogue to a story.
Students with 504s	<ul style="list-style-type: none"> ● Extended time ● During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative ● Provide organizers to formulate ideas ● Provide pre filled anchor charts to cue the student to the skill being applied ● Preferential seating ● Repeated directions or step-by-step directions using clear concise language and pair verbal directions with written directions whenever possible ● Preview content vocabulary- and provide a visual of the word and definition ● Provide a timeline to ensure that student’s writing follows a specific sequence
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use the “Piece of Heart” anchor chart to generate ideas.

	<ul style="list-style-type: none"> ● Define emotions and feelings with provided examples. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model Writer’s Notebook with a Teacher’s and/or Student’s Notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. Provide a pre-filled out “Piece of Heart” personal anchor chart so the students have a reference

- Define emotions and feelings. Give specific examples of emotions with pictorial support when identifying emotions.
- Provide a timeline to ensure that student’s writing follows a specific sequence
- Provide direct and explicit instruction.

Unit 2: Nonfiction Books on Ancient Civilizations

Unit Overview

This unit builds upon the skills students have previously learned as informational writers and focuses on creating structured, expert-based projects centered around the ancient civilizations of Asia, Rome, and Greece. Students will delve into the histories, cultures, and contributions of these civilizations, crafting introductions, organizing information effectively, and incorporating text features that enhance reader comprehension.

Throughout the unit, students will learn various elaboration techniques, utilizing facts, definitions, descriptions, and other important details to enrich their writing on these ancient societies. Students will navigate the writing process, employing strategies for planning, revising, and editing their work.

The unit will highlight the use of text features as a critical tool for structuring an informational piece. Revision strategies will be taught to help students elevate the quality of their work, ensuring a comprehensive understanding and presentation of the ancient civilizations of Asia, Rome, and Greece.

Goals

- Writers’ immerse themselves in multiple versions of the genre
- Read nonfiction texts related to the content area and take notes to deepen the understanding of the subject matter
- Develop topics with facts, definitions, and concrete details, text evidence.
- Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- B. Choose words and phrases for effect.
- C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

Reading Domain

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.3.3. 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.

Writing Domain

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.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.II.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.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.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.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.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.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Assessment	
Possible Ongoing Assessments	Pre and Post assessment will be administered for each unit.

Materials/Resources	
<p>Suggested Mentor Texts</p> <p>Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House (Magic Tree House Fact Tracker)</p> <p>Ancient Rome and Pompeii: A Nonfiction Companion to Magic Tree House #13: Vacation Under the Volcano</p> <p>China: Land of the Emperor's Great wall: A Nonfiction Companion to Magic Tree House #14 Day of the Dragon King</p>	<p>Supplemental Resources</p> <p>Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann.</p> <p>https://kids.britannica.com/students/article/ancient-civilization/272856#196365-toc</p> <p>Ancient Civilization Activity choice board</p> <p>https://www.getepic.com/collection/327235/3rd-grade-ancient-civilizations-unit</p> <p>https://newsela.com/view/ck9noofjy03v00iqjvsvvc2pj/</p>

<p>By: Mary Pope Osborne</p> <p>DKfindout! Ancient Rome Paperback – September 6, 2016</p>	<p>https://www.fishtanklearning.org/curriculum/ela/3rd-grade/ancient-rome/</p> <p>https://kids.nationalgeographic.com/geography/countries/article/china</p>
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Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<p>Resources:</p>	<p>Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences</p>
<p>Goals We are learning to/that (WALT) . . .</p>	<p>Pathways . . . by engaging in the following pathways</p>
<p>Writers use grammar for clarity</p>	<p>Use prepositional phrases to build brilliant sentences</p> <ol style="list-style-type: none"> 1. compare mentor sentences with and without prepositions 2. using a list of prepositions put them into sentences to build stronger sentences 3. Given a list of sentences with the noun (that is part of the subject) and the verb (that is part of the verb) highlighted, partnerships hypothesize why these work together.

	<ol style="list-style-type: none"> 4. use word cards to create simple and compound sentences 5. Show the way the verb changes to match the subject. If the subject is plural, the verb matches it. 6. Show how noun-pronoun agreement works. Explore singular and plural pronouns, as well as pronouns for different genders. 7. Create subject-verb agreement in sentences with prepositional phrases.
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Learning Goals/Objectives	
We are learning to/that (WALT)...	Pathways ... by engaging in the following pathways
Writers' immerse themselves in multiple versions of the genre	Recognizing and understanding the characteristics and purposes of nonfiction texts. <ol style="list-style-type: none"> 1. Reading across various types of nonfiction: magazine articles, expository text, nonfiction texts, etc... and recognize structures and patterns. 2. identify and use text features such as headings, subheadings, table of contents, index, glossary, and captions.
Read nonfiction texts related to the content area and take notes to deepen the understanding of the subject matter	Choosing a Topic <ol style="list-style-type: none"> 1. Select a topic that interests you and is specific enough to research. 2. Asking Questions: Develop questions that guide your research and help you find relevant information. <ul style="list-style-type: none"> ● Creating essential questions or broad topics and making plans for further research. ● Reading through notes writers propose a new broad essential question about the topic explored. 3. Using Reliable Sources: Identify and use trustworthy sources, including books, articles, and websites. Taking Notes about the information that has been gathered

	<ol style="list-style-type: none"> 1. prepare to take notes by creating marker notes: quickly read through materials and create rough notes, sketches, and ideas on post-its. 2. Add a thought to the bottom of each post-it that may lead to another idea or question 3. Use boxes and bullets to organize information 4. Use bullet points, keywords, and graphic organizers to take clear and organized notes. 5. Creating annotated timelines (take notes about events in sequence) 6. Sketching (labels and captions make the sketch more informative)
<p>Develop topics with facts, definitions, and concrete details, text evidence.</p>	<p>Revisiting their notebooks to use for both inspiration and elaboration.</p> <ol style="list-style-type: none"> 1. Writing long about previous notes and drawings. 2. Writing additional supporting sentences on previous notes. <p>Creating an Outline: Organize your notes into a clear structure with an introduction, body, and conclusion.</p> <p>Writing an Introduction</p> <ol style="list-style-type: none"> 1. Start with a hook to grab the reader’s attention 2. State the main idea of your text. <p>Writing Body Paragraphs</p> <ol style="list-style-type: none"> 1. Develop paragraphs with topic sentences, supporting details, and transitions. <p>Writing a Conclusion</p> <ol style="list-style-type: none"> 1. Summarize the main points 2. Leave the reader with a final thought.
<p>Develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Revising for Content: Add details, descriptions, and ensure your information is accurate and complete.</p> <ol style="list-style-type: none"> 1. Partner sentences: If you can write one sentence about this then you can write two or more 2. Vocabulary: Using specific words to the topic of study 3. Adding extra pages: charts, diagrams, timelines, captions, front covers, back covers, blurbs <p>Revising for Structure: Check the flow and coherence of your writing, making sure ideas are logically organized.</p> <ol style="list-style-type: none"> 1. Sequencing: Going from main idea to details that support it <p>Editing for Grammar and Spelling: Proofread to correct any grammatical, spelling, or punctuation errors.</p>

	<ol style="list-style-type: none"> Peer Editing: Review a peer’s work and provide constructive feedback, then use feedback to improve your own writing. Ask: “How are you adding thoughts to your writing?” Ask: “What do you do when you feel like you have nothing more to say?”
Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	<p>Creating a Final Copy</p> <ol style="list-style-type: none"> Write or type a neat and polished final draft, incorporating all revisions and edits. <p>Designing a Cover Page</p> <ol style="list-style-type: none"> Create an attractive cover with a title, author name, and illustrations if desired. <p>Preparing a Presentation</p> <ol style="list-style-type: none"> Practice speaking clearly and confidently about your topic. Presenting to the Class: Share your work with classmates, demonstrating effective communication skills.

<p>Modifications</p> <p><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment). ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Provide sentence starters or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Provide a checklist to edit spelling, grammar, and punctuation. ● Provide frequent breaks. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Provide a timeline to ensure that the student’s writing follows a specific sequence. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Provide pre-filled “Piece of Heart” anchor charts to generate ideas. ● Define emotions and feelings. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative ● Provide organizers to formulate ideas ● Provide pre filled anchor charts to cue the student to the skill being applied ● Preferential seating ● Repeated directions or step-by-step directions using clear concise language and pair verbal directions with written directions whenever possible ● Preview content vocabulary- and provide a visual of the word and definition ● Provide a timeline to ensure that student’s writing follows a specific sequence
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like…Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. ● Define emotions and feelings with provided examples. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
<p>Multilingual Learners</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk.

- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last using a provided checklist.
- Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model Writer’s Notebook with a Teacher’s and/or Student’s Notebook.
- Use the “Piece of Heart” anchor chart to generate ideas. Provide a pre-filled out “Piece of Heart” personal anchor chart so the students have a reference
- Define emotions and feelings. Give specific examples of emotions with pictorial support when identifying emotions.
- Provide a timeline to ensure that student’s writing follows a specific sequence
- Provide direct and explicit instruction.

Unit 3: Literary Essay

Unit Overview

The Third Grade Literary Essay Unit is designed to deepen students' reading comprehension and prepare them for future academic success. This unit focuses on teaching students the fundamental skills of writing a strong literary essay through close reading. Students will learn to read and reread texts to find evidence supporting their claims, understand the basic structure of an essay, and practice quoting or paraphrasing evidence. Starting with a quick, shared writing experience on a familiar story, students will write a few essays based on this story to understand essay structure and evidence inclusion. This unit will generate ideas and claims collaboratively, then transition to reading new texts independently, searching for defensible ideas and supporting evidence.

Third graders are not expected to produce essays with parallel reasons or sophisticated analysis; instead, this unit serves as an introduction, with skills to be built upon in higher grades. Students will recognize that they have meaningful insights about the characters and lessons in the stories they read, and they will learn to express these ideas compellingly. By the end of the unit, students will be able to take ideas about stories, support these ideas with evidence from the text, and write a quick draft of an essay, instilling confidence in their ability to communicate their thoughts effectively through writing.

Goals

- Explore ideas about literature that grow and develop a claim to grow into an essay.
- Write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the

text.

- Draft, revise, and edit an essay that clearly supports an idea about a text.

Language Domain: Foundational Skills Reading

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- Identify language of word origin, as noted in dictionaries.
- Spell singular and plural possessives (teacher's; teachers')
- Change y to i (cried) in words with suffixes, when required
- Spell regular two- and three-syllable words that:
 - Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- Spell common words in English, including regular and irregular forms.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- Use appropriate pronouns with clear referents.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written English.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

Writing Domain

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion related to the opinion presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and

non-print) to obtain information on that topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.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.II.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.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.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.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

Assessment

Possible Ongoing Assessments

Pre and Post assessment will be administered for each unit.

Materials/Resources

Suggested Mentor Texts

Because of Winn Dixie Kate DiCamillo
Little by Little by Jean Little (Memoir)
Journey by Patricia MacLachlan
A Summer Life by Gary Soto

Supplemental Resources

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
Scholastic Leveled Bookroom 4.0
 Readworks

<p><i>The Witches</i> by Roald Dahl <i>The Marble Champ</i> by Gary Soto <i>Fly Away Home</i> by Eve Bunting <i>Charlotte’s Web</i> by E.B. White <i>Chrysanthemum</i> by Kevin Henkes <i>Those Shoes</i> by Maribeth Boelts <i>A Chair For My Mother</i> Vera B. Williams</p>	<p>Scholastic Story Works 3 Bookflix Epic Tumblebooks</p>
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Grammar

Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)
Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

Resources:Grammar	<p>Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences</p>
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Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
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Writers use grammar for clarity	<p>Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p> <ul style="list-style-type: none"> ● Simple Verb Tenses: Past, Present, and Future - Change simple verb tenses in sentences. Use tenses to show when an action is happening. ● Practicing Perfect Verb Tenses - Change perfect verb tenses in sentences. Use perfect verb tenses to show when an action happens in more than one time period.
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	<p>Improve communication of meaning by replacing weak nouns, verbs, and adverbs with stronger ones, and common nouns with precise nouns.</p> <ul style="list-style-type: none"> ● Describing Nouns - Explain the function of adjectives, how they modify nouns, and how to use them in a sentence. ● Three Types of Adverbs - Show when and how to use adverbs that convey time, place, and manner.
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Learning Goals/Objectives	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
<p>Explore ideas about literature that grow and develop a claim to grow into an essay.</p>	<p>1 Using information from their books to develop ideas about characters.</p> <ul style="list-style-type: none"> ● Tracking their thinking by using their notebook (either tangible or digital). ● Focusing on a dominant trait that the character has. ● Reading closely, looking for evidence to support their big idea by using boxes and bullets: <p>2 Pay attention to what the character says, does, feels, thinks.</p> <ul style="list-style-type: none"> ● Getting ideas about characters and write long about them: Choose a character and write long about the way he or she changes, using evidence from the text to support thinking. <p>3 Choose more than one character and tell the ways they are very much alike or different, using evidence from the text to support thinking.</p> <ul style="list-style-type: none"> ● Analyzing big ideas about characters and writing long about them: Choose an idea from reading within books, and write long entries about them (e.g., loneliness, strong friendship, relationships, etc.). <p>4 Getting ideas about how other story elements affect characters: Writing ideas about how setting, plot, the problem, and other characters affect the character.</p>

Write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text.

1. Crafting a claim for their essays:
 - Choosing which idea you have most to say about or have the best connection with
 - Creating boxes and bullets (idea and supports)
 - Elaborating (writing long) about the bullet
 - Using a mix of ideas, facts, thoughts, text evidence, and personal connections to extend writing.
2. Using the transition words to extend writing.
 - Use words to extend their ideas in new paragraphs (e.g., “furthermore,...,” “for example,...,” “This makes me think...,” “This is important because...”).
3. Drafting introductions, body paragraphs, and conclusions:
 - In a booklet, write introductions by combining claim and support statements. Write bullets in paragraph form using a mix of ideas, facts, thoughts, text evidence, quotes, and personal connections.
 - Reviewing the body paragraphs, looking for a pattern within them; then revising the claim if necessary.
4. Writing conclusions by restating the thesis statement and new ideas the essay has led to.
 - Using information from their books to develop ideas about characters.
 - Using their writer’s notebook to track their thinking.
 - Using information from their books to develop a big idea about a character, focusing on a dominant trait.
 - Reading closely, looking for evidence to support their big idea by using boxes and bullets: Pay attention to what the character says, does, feels, thinks

<p>Draft, revise, and edit an essay that clearly supports an idea about a text.</p>	<ol style="list-style-type: none"> 1. Drafting an introductory paragraph which will include the title and author of the book, a brief summary of the plot, and the big idea. <ul style="list-style-type: none"> ● Drafting paragraphs for each piece by showing evidence by using direct quotes, as well as paraphrasing to support the big idea. ● Adding concluding statements to the end of each paragraph by restating the topic sentence. 2. Revising work by: <ul style="list-style-type: none"> ● Combining and separating sentences. ● Flipping statements into questions or questions into statements. 3. Adding text evidence to support their thinking: <ul style="list-style-type: none"> ● Starting sentences off with phrases like, “As it says on page __,…” “Just like in the text…” “One part of the story that really shows that is…” ● Ensuring that text evidence is a clear support for what is being stated by flipping the sentence to say, “This happened (name text evidence), so that means (idea),” and see if it makes sense. 4. Revising for repetition, confusing areas and clarity. <ul style="list-style-type: none"> ● Editing for Grammar and Spelling: Proofread to correct any grammatical, spelling, or punctuation errors. ● Peer Editing: Review a peer’s work and provide constructive feedback, then use feedback to improve your own writing
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<p>Modifications</p> <p><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
<p>Students with</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring

<p>IEPs</p>	<ul style="list-style-type: none"> ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer's current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment). ● Use learning pathways, rubrics and checklists that are appropriate to the writer's current level. ● Model productive and engaging partner talk. ● Provide sentence starters or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Provide a checklist to edit spelling, grammar, and punctuation. ● Provide frequent breaks. ● Use sentence starters or frames when possible. ● Build an anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit. ● Demonstrate and model writer's notebook with a teacher's and/or student's notebook. ● Provide a timeline to ensure that the student's writing follows a specific sequence. ● Provide a variety of paper (with highlighting) as needed to meet the learner's needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner's needs. ● Provide pre-filled "Piece of Heart" anchor charts to generate ideas. ● Define emotions and feelings. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative

	<ul style="list-style-type: none"> ● Provide organizers to formulate ideas ● Provide pre filled anchor charts to cue the student to the skill being applied ● Preferential seating ● Repeated directions or step-by-step directions using clear concise language and pair verbal directions with written directions whenever possible ● Preview content vocabulary- and provide a visual of the word and definition ● Provide a timeline to ensure that student's writing follows a specific sequence
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student's learning style: observation, surveys, conferring. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer's current level. ● Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit. ● Demonstrate and model writer's notebook with a teacher's and/or student's notebook. ● Use the "Piece of Heart" anchor chart to generate ideas. ● Define emotions and feelings with provided examples. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student's learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer's current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student's notebooks as an example.

	<ul style="list-style-type: none"> ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model Writer’s Notebook with a Teacher’s and/or Student’s Notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. Provide a pre-filled out “Piece of Heart” personal anchor chart so the students have a reference ● Define emotions and feelings. Give specific examples of emotions with pictorial support when identifying emotions. ● Provide a timeline to ensure that student’s writing follows a specific sequence ● Provide direct and explicit instruction.

Unit 4: Realistic Fiction

Unit Overview

During this unit, third-grade students will write fictional narratives where they establish a situation and introduce a narrator or characters with a naturally unfolding sequence of events. They will use narrative techniques such as dialogue, descriptions of actions, thoughts, and feelings, as well as temporal words and phrases to signal event order, culminating in a sense of closure. Students will immerse themselves in age-appropriate narrative stories to discern how these texts tend to go and to gather possible true story ideas. Additionally, students revisit

qualities of good writing to create their realistic fiction pieces. They will select their best work to revise, edit, and publish. The goal is for students to craft well-developed stories focusing on a clear plot and character development.

This unit will guide third-grade students through the process of creating realistic fiction narratives, fostering their skills in writing, revising, and presenting their work, and building a supportive community of young writers.

Goals

- Write narratives to develop real or imagined experiences or events with basic story elements
- Draft and develop the heart of a narrative
- Strengthen writing as needed by revising, and editing, and publishing

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

- L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.
 - A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
 - B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
 - C. Identify language of word origin, as noted in dictionaries.
 - D. Spell singular and plural possessives (teacher’s; teachers’)
 - E. Change y to i (cried) in words with suffixes, when required
 - F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
 - G. Spell common words in English, including regular and irregular forms.
- L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
 - A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
 - C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
 - D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
 - E. Use appropriate pronouns with clear referents.
- L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - B. Choose words and phrases for effect.
 - C. Recognize and observe differences between the conventions of spoken and written English.
- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

Reading Domain

- RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

Writing Domain

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
 - B. Consider writing as a process, including self-evaluation, revision and editing.
 - C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.PE.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.

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the

best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.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.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

Interdisciplinary Connections

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Assessment

**Possible
Ongoing
Assessments**

Pre and Post assessment will be administered for each unit.

Materials/Resources

Suggested Mentor Texts

Supplemental Resources

<p>Fireflies by Julie Brinklow The Keeping Quilt by Patricia Polacco Storm in the Night by Mary Stolz Mr. Lincoln’s Way by Patricia Polacco My Name is Maria Isabel by Alma Flor Ada Because of Winn-Dixie by Kate DiCamillo Stone Fox by John Reynolds Gardiner Class Clown by Johanna Hurwitz Hundred Penny Box by Sharon B. Mathis Hundred Dresses by Eleanor Estes</p>	<ul style="list-style-type: none"> ● Serravallo, J. (2017). Writing Strategies Book: Your Everything Guide to Developing Skilled Writers. Portsmouth, NH: Heinemann. ● Scholastic Leveled Bookroom 4.0 ● Readworks ● Scholastic ● Bookflix ● Epic ● Commonlit
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Grammar	
<p>Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro) Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.</p>	
<p>Resources:Grammar</p>	<p>Quill Khan Academy Not Your Granny’s Grammar Slideshow Grammar 1 Unit - Essential Sentences</p>
<p>Goals We are learning to/that (WALT). . .</p>	<p>Pathways . . . by engaging in the following pathways</p>
<p>Writers use grammar for clarity</p>	<p>Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p>

	<ol style="list-style-type: none"> 1. Explain how to use commas in a series with a conjunction. 2. Students learn how to use commas in addresses and co-create an anchor chart as a guide. 3. Show when to use commas with quotation marks. 4. Students discover how to combine pronouns and verbs to make contractions, co-creating a chart with the most commonly used pronoun contractions. 5. Show students where to add apostrophes to create a possessive, showing ownership of an item.
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Learning Goals/Objectives	
We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
<p>Write narratives to develop real or imagined experiences or events with basic story elements</p>	<p>Collecting story ideas by imagining stories from ordinary moments and issues in their lives.</p> <p>Paying attention to characteristics learned about relationships to generate ideas for their realistic fiction stories.</p> <p>Generating ideas for realistic fiction stories by rereading their writer’s notebook entries with a fiction writer’s eyes.</p> <p>Writers will create and develop stories with characters that feel real</p> <ol style="list-style-type: none"> 1. Developing their characters using dialogue and thought. 2. Creating their character's external and internal traits. 3. Developing their characters using action and description. 4. Giving characters struggles and motivations. <p>Writers will create and develop stories with believable settings, problems, and solutions</p>

	<ol style="list-style-type: none"> 1. Creating several possible storylines for their realistic fiction stories. 2. Choosing a storyline and trying it out. 3. Keeping the point of view of the narrator of their story in mind.
Draft and develop the heart of a narrative	<p>Choosing a storyline and plotting it</p> <ol style="list-style-type: none"> 1. Teach the elements of plot: exposition, rising action, climax, falling action, and resolution. 2. story mountain or arc - thoughts and actions to plot the story <p>Discuss common themes in realistic fiction through reading mentor texts</p> <ol style="list-style-type: none"> 3. incorporating a theme into their stories. <p>Creating several strong leads for their stories that include details about the setting. Trying out different ways to create strong endings for their stories.</p>
Strengthen writing as needed by revising, and editing, and publishing	<p>Revising and varying the length of some of their sentences:</p> <ol style="list-style-type: none"> 1. Simple, compound, complex sentences 2. Using model sentences from mentor texts to apply to their own writing. <p>Students will support one another through effective partnerships.</p> <ol style="list-style-type: none"> 1. Working with partners to edit their writing. <p>Create a polished piece and recognize and celebrate writing growth and accomplishments.</p>

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student's learning style: observation, surveys, conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.

	<ul style="list-style-type: none"> ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment). ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide sentence starters or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Provide a checklist to edit spelling, grammar, and punctuation. ● Provide frequent breaks. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Provide a timeline to ensure that the student’s writing follows a specific sequence. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Provide pre-filled “Piece of Heart” anchor charts to generate ideas. ● Define emotions and feelings. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative ● Provide organizers to formulate ideas ● Provide pre filled anchor charts to cue the student to the skill being applied ● Preferential seating ● Repeated directions or step-by-step directions using clear concise language and pair verbal directions

	<p>with written directions whenever possible</p> <ul style="list-style-type: none"> ● Preview content vocabulary- and provide a visual of the word and definition ● Provide a timeline to ensure that student’s writing follows a specific sequence
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. ● Define emotions and feelings with provided examples. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction. ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary.

- Allow use of handheld translators.
- Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning pathways, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last using a provided checklist.
- Use sentence starters or frames when possible.
- Build an anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.
- Use the "Piece of Heart" anchor chart to generate ideas. Provide a pre-filled out "Piece of Heart" personal anchor chart so the students have a reference
- Define emotions and feelings. Give specific examples of emotions with pictorial support when identifying emotions.
- Provide a timeline to ensure that student's writing follows a specific sequence
- Provide direct and explicit instruction.

Unit 5: Driven: Biographies of Notable Achievement

Unit Overview

In the third-grade biography unit, students will develop essential research, note-taking, organizing, and writing skills by learning how to create a biography of a notable figure. This unit emphasizes critical thinking and understanding different perspectives in storytelling, helping students recognize how narratives about the same event can vary. Through engaging with biographies and discussing why these stories are worth telling, students will learn to appreciate the deeper reasons behind narrative nonfiction, whether tales of achievement or disaster. They will explore questions such as why a story should never be forgotten and what lessons it imparts. Using timelines and graphic organizers, students will organize their findings and write coherent and engaging biographies, deepening their understanding of the lives and achievements of significant individuals. This unit not only enhances academic skills but also fosters an appreciation for the impact of historical figures.

Goals:

- Understand what a biography is and why it is written.
- Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- Develop the topic with facts, definitions, and concrete details, text evidence
- Strengthen writing by revising, and editing, publishing a published piece and share.
- 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.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- B. Choose words and phrases for effect.
- C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

Reading Domain

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.3.3. 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.

Writing Domain

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Speaking and Listening Domain

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.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.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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

Computer Science and Design Thinking

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.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.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Interdisciplinary Connections

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Assessment

Possible Ongoing Assessments

Pre and Post assessment will be administered for each unit.

Materials/Resources

Suggested Mentor Texts

**Who was biography series
 Books of Notable individuals past and present
 (Coretta Scott King, P.T. Barnum, Sally Ride, etc)**

Supplemental Resources

**[EPIC BIOGRAPHIES](https://www.ducksters.com/biography/)
<https://www.ducksters.com/biography/>
<https://kids.britannica.com/kids/browse/index/biography#/>**

Grammar

Unit Overview: What is grammar? “The lady who married your grandpa, of course!” (—former OPS student, A.J. Castro)
Grammar can be taught as a mini unit in between units, throughout a unit, and at the end of a unit as part of revision and editing. Grammar lessons should be brief—lasting no more than 10 minutes. All unfinished lessons should be continued the next day. Published pieces can always be revisited as part of grammar study. This will offer students the chance to apply taught grammar skills at various stages of the writing process. The best way to inspire young grammarians is to be a “word nerd” yourself. Grammar, in a word, is fun.

Resources:

[Quill](#)
[Khan Academy](#)
[Not Your Granny’s Grammar Slideshow](#)
[Grammar 1 Unit - Essential Sentences](#)

Goals

We are learning to/that
(WALT) . . .

Pathways

. . . by engaging in the following pathways

Writers use grammar for clarity

Writers design and revise complete sentences.

- 1. Teach students how to correctly capitalize a title. Give tips for knowing which words are capitalized and which are not.**
- 2. Share strategies for identifying fragments and run-ons. Give tips for fixing them.**
- 3. Show students when to use articles and how different articles change a noun.**
- 4. Show how and when to use / in a compound subject. Create an anchor chart that presents the rules visually.**

Learning Goals/Objectives	
We are learning to/that (WALT) . . .	Pathways . . . by engaging in the following pathways
Understand what a biography is and why it is written.	<p>Recognizing patterns that exist in the genre</p> <ol style="list-style-type: none"> 1. Recognizing that most narrative nonfiction stories are either tales of achievement or tales of disaster. 2. Mentor texts: Read and discuss age-appropriate biographies of notable individuals. <p>Understanding that stories in this genre are told for a reason. (When we uncover this reason, our understanding of the story takes on a whole new level.)</p> <p>Students can wonder:</p> <p>Why was this story worth telling?</p> <p>Why should it never be forgotten?</p> <p>What lesson does it impart?</p> <p>What example does it set?</p>
Use discussion, books, or media resources to gather ideas, outline them, and prioritize the	<p>Select a notable figure based on interest or a given list.</p> <p>Introduce reliable sources (books, websites, articles) for notetaking.</p>

<p>information to include while planning to write about a topic.</p>	<p>1. Organizing Information: Use graphic organizers (e.g., timelines, Venn diagrams) to arrange information chronologically and thematically.</p> <p>Identifying Key Elements</p> <p>1. Learn about the essential elements of a biography introduction, early life, major achievements, later life, conclusion</p>
	<p>Determining the importance of a unifying theme.</p> <p>1. e.g. Readers of history pay attention to the difficult choices that were made in another time period.</p> <ul style="list-style-type: none"> ● It allows the voice of the oppressed to be heard. ● It shows the necessity to fight for a right. ● It demonstrates taking a risk by following a dream. ● It challenges the government and other societal institutions. <p>Engaging in discussions about how stories about the same event can be told from different perspectives and how that may impact the story.</p> <p>1. Thinking, “How will I live differently knowing that this happened in my world?” (We use the true stories that we read to serve as personal inspiration to be braver, stronger people.)</p>

<p>Develop the topic with facts, definitions, and concrete details, text evidence</p>	<p>Create an introduction, body and conclusion</p> <ol style="list-style-type: none"> 1. Writing a captivating opening that includes the subject's name and why they are notable. 2. Detailing the subject's early life, major achievements, and later life. 3. Summarizing the subject's impact and legacy.
<p>Strengthen writing by revising, and editing, publishing a published piece and share.</p>	<p>Revising and editing focusing on clarity, coherence, grammar, and spelling. (using revision and editing strategies learned throughout the year)</p> <p>Participate in peer review and teacher feedback sessions.</p>
<p>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.</p>	<p>Produce a final copy</p> <ol style="list-style-type: none"> 1. Sharing Work: Students present their biographies to the class through oral presentations, posters, or multimedia presentations. 2. Reflection: Students reflect on what they learned about their subject and the writing process.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment). ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide sentence starters or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Provide a checklist to edit spelling, grammar, and punctuation. ● Provide frequent breaks. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Provide a timeline to ensure that the student's writing follows a specific sequence. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Provide pre-filled “Piece of Heart” anchor charts to generate ideas. ● Define emotions and feelings. ● Provide direct and explicit instruction on adding dialogue to a story.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Extended time ● During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking

	<p>the assignment) graphic organizer for timelines.</p> <ul style="list-style-type: none"> ● Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative ● Provide organizers to formulate ideas ● Provide pre filled anchor charts to cue the student to the skill being applied ● Preferential seating ● Repeated directions or step-by-step directions using clear concise language and pair verbal directions with written directions whenever possible ● Preview content vocabulary- and provide a visual of the word and definition ● Provide a timeline to ensure that student’s writing follows a specific sequence
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task. ● Set a writing goal for an assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. ● Define emotions and feelings with provided examples. ● Provide a graphic organizer for timelines. ● Provide direct and explicit instruction
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Use pre-assessment data to drive instruction.

	<ul style="list-style-type: none"> ● Use learning progressions, rubrics and checklists to the writer’s current ability, not grade. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for the assignment. ● Provide opportunities to use gifted student’s notebooks as an example. ● Demonstrate and model a writer’s notebook using a teacher’s and/or student’s writer’s notebook
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring. ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct their story and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last using a provided checklist. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model Writer’s Notebook with a Teacher’s and/or Student’s Notebook. ● Use the “Piece of Heart” anchor chart to generate ideas. Provide a pre-filled out “Piece of Heart” personal anchor chart so the students have a reference ● Define emotions and feelings. Give specific examples of emotions with pictorial support when identifying emotions. ● Provide a timeline to ensure that student’s writing follows a specific sequence ● Provide direct and explicit instruction.