

# PARSIPPANY-TROY HILLS TOWNSHIP PUBLIC SCHOOL DISTRICT GRADE 3 WRITING CURRICULUM

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**I. OVERVIEW**

Writing instruction will be taught through the workshop method. Lessons will consist of a brief teacher-directed mini-lesson followed by ample writing time, teacher conferencing, peer conferencing, and share time. Through the course of each unit, students will compose multiple writing pieces as they develop stamina. Students will write across content areas taking into consideration their audience, task, purpose, and discipline. Student samples, mentor texts, and other exemplars will be used to demonstrate writing techniques and strategies. Student progress will be monitored and differentiated teaching points will be addressed to enhance a student's writing repertoire during one-on-one writing conferences, small strategy group settings, through self-assessments, and rubrics. Peer conferences will be integrated for author-to-author feedback. Grammar and mechanics will be addressed through mini-lessons and refined through conferencing lessons and strategy groups. Students will come to a deeper appreciation of both fiction and non-fiction texts through the models they interact with, peer work, and their own writing pieces. Student work samples will be proof of their development, and be reflected in their writer's notebook. The writing workshop method helps students develop their independent application of skills as they move along the continuum of writing progression stages.

Our curriculum is designed to respond to the varying developmental stages of students. The workshop model allows for differentiation and authentic writing endeavors with students working at their own level to the best of their ability. Independence in writing is an overarching goal. Writing teachers will confer with students regularly to monitor student's achievement and inform their instructional decisions. Each writing session will conclude with students sharing their writing pieces. Students will be encouraged to display pride in their writing accomplishments.

**II. RATIONALE**

The Parsippany Troy Hills School District uses a balanced literacy approach to teaching reading and writing. Writing Workshop prepares learners for 21st century critical thinking, problem solving and analytical skills. Goals fostered through the workshop model will help students prepare for becoming independent workers and thinkers. Through the writing workshop model, students have the power to set goals, and direct their own writing. The Parsippany-Troy Hills School District Writing Curriculum was developed in alignment with the New Jersey Student Learning Standards to address a variety of skills across content standards. At each grade level, students write in a variety of genres including narrative, persuasive and informational. The curriculum and workshop method provides a differentiated, student-centered approach, ensuring that the individual needs for each student are met. A

progression throughout the grade level is clearly delineated in the Unit of Study guide. Whole group, small group, and one-to-one explicit instruction will be utilized along with independent work time and peer collaboration to create a well-rounded writing experience.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link – <https://goo.gkl/an7Zab> . Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

I. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards: <https://nj.gov/education/cccs/2016/ela/g03.pd> f)

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build

and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

### Progress Indicators for Writing

#### Text Types and Purposes

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion.

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

- A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a conclusion.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

#### Production and Distribution of Writing

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9. (Begins in grade 4)

#### Range of Writing

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Anchor Standards for Speaking and Listening

#### Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

#### Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Presentation of Knowledge and Ideas

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

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

#### Anchor Standards for Language

##### Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Progress Indicators for Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  2. Form and use regular and irregular plural nouns.
  3. Use abstract nouns (e.g., childhood).
  4. Form and use regular and irregular verbs.
  5. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  6. Ensure subject-verb and pronoun-antecedent agreement.
  7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  8. Use coordinating and subordinating conjunctions.
  9. Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize appropriate words in titles.
  - B. Use commas in addresses.
  - C. Use commas and quotation marks in dialogue.
  - D. Form and use possessives.
  - E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### Knowledge of Language

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
1. Choose words and phrases for effect.
  2. Recognize and observe differences between the conventions of spoken and written standard English.

#### Vocabulary Acquisition and Use



L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. 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).
3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Modifications/Differentiation and Adaptations:

For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the [Curriculum Modifications and Adaptations](#) included as an Appendix in this curriculum. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

#### IV. ESSENTIAL QUESTIONS AND CONTENT

##### Overarching Essential Questions:

- What is the connection and importance between reading and writing?
- How do we create multiple writing pieces within a genre?
- How do we write for multiple genres?
- How do we write for a variety of purposes?
- How do we continue to write with stamina and independence?
- How do we use ideas from our lives to enhance our writing?
- How does conferring help improve our writing?
- What is the purpose of applying grammar and mechanics skills?
- How can usage of spelling rules and patterns improve written communication?

- How can we use evaluation and reflection to improve our writing?
- What is the importance of sharing your writing with others?
- How can we establish positive writing goals?

## V. STRATEGIES

- Teacher presentation of skills (mini-lesson)
- Making connections to mentor texts
- Daily opportunity to write
- Conference opportunity (with peer and teacher)
- References to anchor charts
- Mid-workshop teaching point
- Daily share/partnership time
- Celebration projects/published pieces

## VI. EVALUATION

The end of trimester progress report grading scale is as follows:

4 - EXCEEDS STANDARDS – Consistently grasps, applies, and extends key concepts, processes and skills.

3 - MEETS STANDARDS – Grasps and applies key concepts, processes and skills.

2 - APPROACHING STANDARDS – Beginning to grasp and apply key concepts, processes and skills.

1 - NEEDS SUPPORT – Not grasping key concepts, processes, and essential skills.

N/A - Not assessed at this time

Progress report indicators include:

- Generates and develops Ideas
- Demonstrates qualities of writing: Organization
- Demonstrates qualities of writing: Sentence Structure
- Demonstrates qualities of writing: Supporting Details
- Demonstrates qualities of writing: Word Choice
- Demonstrates qualities of writing: Mechanics
- Applies strategies and spelling patterns to writing

- Reviews, revises, and edits
- Maintains focus and stamina with independent writing
- Expresses ideas orally with clarity and effectiveness
- Demonstrates listening skills for information and understanding
- Participates in discussions and small group activities

The following resources may be used to analyze progress for each indicator:

- Student writing journal
- On demand performance assessments writing pieces
- Conferring notes and anecdotal records
- Rubrics and Checklists
- Open-ended responses to mentor texts
- Goal setting and progress monitoring toward goals
- Student self-monitoring and evaluation

## VII. RESOURCES

- [www.heinemann.com](http://www.heinemann.com)
- <http://pearsonaccessnext.com/>
- Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins with Colleagues from the Reading and Writing Project
- The Power of Grammar: Unconventional Approaches to the Conventions of Language by Mary Ehrenworth and Vicki Vinton ● Mastering the Mechanics: Ready-to-Use Lessons for Modeled, Guided, and Independent Editing by Linda Hoys and Teresa Therriault
- See “mentor text/resource” column in Scope and Sequence for additional resource suggestions by unit

## VIII. SCOPE AND SEQUENCE

3th GRADE WRITING  
 Writer’s Workshop Unit 1, Crafting Trues Stories (Book 1)  
 (September-October)

Unit 1, Crafting True Stories (Book 1)

Essential Questions:

1. How can we draw on small moments to tell an interesting story?
2. How can we organize and revise my writing in a way that is clear, interests the reader, and captures the inside of a memory?
3. How do we revise and edit independently while writing a personal narrative?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> <li>● Discover an on demand writing process</li> <li>● Make discoveries by studying exemplars, sharing observations, setting goals, and self reflecting</li> <li>● Study storytelling moves</li> <li>● Use checklists and rubrics</li> </ul>	<p>Bend 1: Writing Personal Narratives with Independence</p> <ol style="list-style-type: none"> <li>1. Starting with Writing Workshop: Visualizing Possibilities</li> <li>2. Finding Ideas and Writing Up a Storm</li> <li>3. Drawing on a Repertoire of Strategies: Writing With Independence</li> </ol>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Come On, Rain! by Karen Hesse (Scholastic) Trade book pack</p> <p>Exemplars: Student exemplar writer’s notebook: Rebecca’s notebook entry (Online resources Session 1)</p>

<ul style="list-style-type: none"> <li>● Write with volume and stamina</li> <li>● Write with attention to conventions and craft</li> <li>● Collect many quick drafts in writers' notebooks,</li> <li>● Select seed ideas, and develop them by story-telling over and over</li> <li>● Understand and apply paragraphing, step-by-step actions, dialogue, thoughts and feelings</li> <li>● Write with independence and initiative</li> <li>● Write repetitiously and repetitively to become more fluent</li> <li>● Distinguish between summarizing and storytelling</li> <li>● Distinguish between focus and detail</li> <li>● Revise, publish and celebrate student authors</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● Set goals to write in ways they imagine</li> <li>● Fill writers' notebooks with true stories that tell what the writer did first, next, after</li> <li>● Find ideas for true stories by thinking of people and places that matter</li> <li>● List small moments, choose one and write the whole story bit-by-bit</li> <li>● Draw on a repertoire of solutions to solve the hard parts of writing</li> <li>● Strengthen storytelling voices so the reader can almost see, hear, and feel everything</li> <li>● Self-reflect using the Narrative Writing Checklist, celebrate growth and set future goals</li> <li>● Edit as they go: develop skills for finding correct spellings of unknown</li> </ul>	<ol style="list-style-type: none"> <li>4. Writers Use a Storyteller's Voice. They tell us Stories, Not Summaries</li> <li>5. Taking Stock: Pausing to Ask, "How am I doing?"</li> <li>6. Editing as We Go: Making Sure Others Can Read Our Writing</li> </ol> <p>Bend 2: Becoming a Storyteller on the Page</p> <ol style="list-style-type: none"> <li>7. Rehearsing: Storytelling and Leads</li> <li>8. Writing Discovery Drafts</li> <li>9. Revising by Studying What Other Authors Have Done</li> <li>10. Storytellers Develop the Heart of the Story</li> <li>11. Paragraphing to Support Sequencing, Dialogue, and Elaboration</li> </ol> <p>Bend 3: Writing with New Independence on a Second Piece</p> <ol style="list-style-type: none"> <li>12. Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence</li> <li>13. Letter to Teachers: Revision Happens throughout the Writing Process</li> <li>14. Drafting: Writing from Inside a Memory</li> <li>15. Letter to Teachers: Revision: Balancing Kinds of Details</li> <li>16. Commas and Quotation Marks: Punctuating Dialogue</li> </ol> <p>Bend 4: Fixing Up and Fancying Up Our Best Work: Revision and Editing</p> <ol style="list-style-type: none"> <li>17. Writers Revise in Big, Important Ways</li> <li>18. Revising Endings: Learning from Published Writing</li> <li>19. Using Editing Checklists</li> </ol>	<p>Student exemplar possible endings: Jill tries out several endings (Online resources Session 18)</p> <p>Teacher Resources:</p> <p>Suggested Texts and Resources Resources for Teachers: <a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Writing A Life by Katherine Bomer (Heinemann)</p> <p>What a Writer Needs by Ralph Fletcher (Heinemann)</p> <p>Writing Down the Bones by Natalie Goldberg (Shambhala Publications)</p> <p>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement by John Hattie (Taylor &amp; Francis)</p> <p>A Writer Teaches Writing by Donald Murray (Houghton Mifflin Harcourt)</p> <p>Life in a Crowded Place: Making a Learning Community by Ralph Peterson (Heinemann)</p> <p>On Writing Well by William Zinsser (HarperCollins)</p> <p>To Help Teach Qualities of Good Writing Because of Winn-Dixie by Kate DiCamillo (Candlewick Press)</p>
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“Mr. Entwistle” from Hey World, Here I Am! by  
Jean Little (Corus)

Journey by Patricia MacLachlan (Random

<p>words, write with periods and capitals, commas, and quotation marks</p> <ul style="list-style-type: none"> <li>• Write different leads to rehearse for writing</li> <li>• Write discovery drafts, fast and furious without stopping</li> <li>• Revise their writing by investigating the work of other authors; developing the heart of the story, bringing out the internal story</li> <li>• Paragraphing when there is a new sub-topic, time has moved forward, or a new person is speaking</li> <li>• Plan their own writing process using charts</li> <li>• Replace summarized conversation with dialogue</li> <li>• Revise to write powerful endings</li> <li>• Publish and celebrate</li> </ul>	<p>20. Publishing: A Writing Community Celebrates</p>	<p>House)</p> <p>Assessment:</p> <p>Common Assessment in Narrative Writing Scored with Teachers College Information Rubric</p> <p>Student generated expert-based piece on a self-chosen topic</p> <p>Checklist for Narrative Writing Writing Progressions</p> <p>Writer’s Notebooks</p>
<p>Grammar skills infused into mini-lessons:</p> <ul style="list-style-type: none"> <li>• Paragraphing to Support Sequencing, Dialogue, and Elaboration</li> <li>• Commas and Quotation Marks: Punctuating Dialogue</li> <li>• write with periods and capitals, commas, and quotation marks</li> <li>• Produce simple, compound, and complex sentences.</li> <li>• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</li> <li>• Form and use possessives</li> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> </ul>		

Writer’s Workshop Unit 2, Changing the World:  
 Persuasive Speeches, Petitions, and Editorials (Book 3)  
 (October-November)

Unit 2, Changing the World: Persuasive Speeches Petitions, and Editorials (Book 3)

Essential Questions:

1. What are the types of persuasive and opinion writing?
2. What persuasive writing strategies can be used to sway the opinions of others?
3. How can we gather and organize evidence to convince an audience?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Identify problems and imagine solutions</li> <li>● Gather and support strong opinions to write persuasive speeches</li> <li>● Write speeches on a shared topic that contain claims, reasons, and examples</li> <li>● Present speeches to the principal</li> <li>● Write one to two speeches per day</li> <li>● Use checklists to self-assess, and set goals</li> <li>● Create action plans to meet goals</li> <li>● Develop seed ideas, draft, revise, edit and publish</li> <li>● Gather facts and details to support rather than list</li> <li>● Categorize evidence and sort facts and details</li> <li>● Deliver speeches to small groups</li> <li>● Study petition examples and apply previously learned skills to other persuasive genres</li> <li>● Support causes by working in cooperative cause groups</li> <li>● Create speeches, petitions, or editorials that incorporate research into writing</li> <li>● Publish a piece considering where it should go to reach its intended audience</li> <li>● Celebrate and showcase students'</li> </ul>	<p>Bend 1: Launching Work on Persuasive Speeches</p> <ol style="list-style-type: none"> <li>1. Practicing Persuasion</li> <li>2. Gathering Brave, Bold Opinions for Persuasive Writing</li> <li>3. Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence</li> <li>4. Considering Audience to Say More</li> <li>5. Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts</li> <li>6. Taking Stock and Setting Goals</li> </ol> <p>Bend 2: Raising the Level of Persuasive Writing</p> <ol style="list-style-type: none"> <li>7. Gathering all that you know about your opinion</li> <li>8. Organizing and Categorizing</li> <li>9. For Example: Proving by Showing</li> <li>10. By Considering Audience, Writers Select and Discard Material</li> <li>11. Paragraphing to Organize our Drafts</li> <li>12. Choosing Words that Sound Right and Evoke Emotion</li> <li>13. Letter to Teachers: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication</li> </ol>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Additional Texts and Resources for Students</p> <p>Video Clips</p> <p>Severn Suzuki’s speech to the UN Earth Summit (Online resources)</p> <p>“Change Your Words, Change Your World” (Online resources)</p> <p>Sample Petition “ Tell LEGO to stop selling out girls!” Excerpt of petition written by Bailey Shoemaker Richards and Stephanie (Online resources)</p> <p>Excerpt from Book or Article about Class Opinion Topic “ Battling Bullies” by Laura D. Egodigwe Helpful Research Links for Students (Online resources Session 20)</p> <p>Teacher Resources:</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Writing Craft Wild Mind: Living the Writer’s Life by Natalie Goldberg (Bantam Books)</p>
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<p>growth as writers</p> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● See a problem and imagine a solution</li> <li>● See people, places, things or ideas that are noteworthy, and help others see them too</li> <li>● Write a thesis statement</li> <li>● Collect evidence, through observation, research, and surveys</li> <li>● Provide reasons, details, and examples to support and prove an opinion</li> <li>● Categorize information</li> <li>● Consider, address, and anticipate questions an audience might have</li> <li>● Write past, present, and future tense verbs to handle shifts in time</li> <li>● Paragraph to organize categories</li> <li>● Create cohesion using transition words</li> <li>● Set goals and develop action plans</li> <li>● Discuss and design proposals</li> <li>● Become informed about causes</li> <li>● Choose words that sound right and evoke emotion</li> <li>● Work in partnerships to practice speeches</li> <li>● Self-assess and with a partner using the opinion writing checklist</li> <li>● Edit as you go</li> <li>● Revise introductions and conclusions to get an audience to care</li> <li>● Present speeches to an audience</li> <li>● Celebrate activism</li> </ul>	<p>Bend 3: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <ol style="list-style-type: none"> <li>14. Inquiry into Petitions</li> <li>15. Becoming Your Own Job Captain</li> <li>16. Letter to Teachers: Gathering a Variety of Evidence: Interviews and Surveys</li> <li>17. Revising Your Introductions and Conclusions to Get Your Audience to Care</li> <li>18. Taking Stock Again: Goal Setting with More Independence</li> </ol> <p>Bend 4: Cause Groups</p> <ol style="list-style-type: none"> <li>19. Tackling a Cause</li> <li>20. Becoming Informed about a Cause</li> <li>21. Letter to Teachers: Yesterday's Revisions Becoming Today's Drafting Strategies</li> <li>22. Getting our Own Writing Ready for Readers</li> <li>23. Letter to Teachers: Celebrating Activism</li> </ol>	<p>A Writer Teaches Writing by Donald Murray (Houghton Mifflin Harcourt)</p> <p>The Elements of Style by William Strunk, Jr. and E.B. White (Pearson)</p> <p>If You Want to Write by Brenda Ueland (BN Publishing)</p> <p>On Writing Well by William Zinsser (HarperCollins)</p> <p>Spelling Spelling K-8: Planning and Teaching by Diane Snowball and Faye Bolton (Stenhouse)</p> <p>Assessment:</p> <p>Common Assessment in Information Writing Scored with Teachers College Information Rubric</p> <p>Student generated expert-based piece on a self-chosen topic</p> <p>Checklist for Information Writing Writing Progressions</p> <p>Writer's Notebooks</p>
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Grammar skills infused into mini-lessons:

- Write past, present, and future tense verbs to handle shifts in time
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
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- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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Writer's Workshop Unit 3: The Art of Information Writing (Book 2)  
(November-December)

Unit 3, The Art of Information Writing (Book 2)

Essential Questions:

1. After researching a topic, how can we write to inform others?
2. What are some strategies that strong writers use to write informational texts?
3. How can mentor texts help us to write my own informational texts?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Examine nonfiction mentor texts: pamphlets, articles, nonfiction books, websites, textbooks, research reports, encyclopedias, atlases, and more</li> <li>● Create a piece of writing on one topic</li> <li>● Introduction to a template for informational writing</li> <li>● Obtain a comfort level using writing as a tool to work with (synthesize, organize and reflect on) information</li> <li>● Students will work to transfer their knowledge to others through writing</li> <li>● Composing well written introductions</li> <li>● Organizing information and studying text features.</li> </ul>	<p>Bend 1: Organizing Information</p> <ol style="list-style-type: none"> <li>1. Teaching others as a way to prime the pump.</li> <li>2. The power of organizing and reorganizing</li> <li>3. New structures lead the way to new thinking</li> <li>4. Letter to teachers: Laying the bricks of information</li> <li>5. Organization matters in texts large and small</li> </ol> <p>Bend 2: Researching to Write Well</p> <ol style="list-style-type: none"> <li>6. Studying mentor texts in search for elaboration strategies</li> </ol>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Deadliest Animals by Melissa Stewart (National Geographic) Trade book pack</p> <p>VIP Pass to a Pro Baseball Game Day by Clay Latimer (Sports Illustrated for Kids)</p> <p>Teacher Resources:</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>How's It Going?: A Practical Guide to Conferencing with Student Writers by Carl Anderson (Heinemann)</p>
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<ul style="list-style-type: none"> <li>● Elaborate on focus topics; including adding concrete details, descriptions, and examples/factual short “stories”</li> <li>● Create more mature writing, with an eye toward the finished product using transition words (another, for example, and others)</li> <li>● Create an “expert project” piece to teach others about their chosen topic.</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● Organize information as they write</li> <li>● Brainstorm and structure subtopics in a variety of ways</li> <li>● Use table of contents to help plan chapters</li> <li>● Write using different transitional strategies and phrases</li> <li>● Balance the use of interesting facts with an engaging style</li> <li>● Research information to enhance their writing</li> <li>● Use a writing checklist to plan for revision</li> <li>● Imagine a different perspective to revise writing</li> <li>● Choose appropriate features to enhance books</li> <li>● Transfer skills to other content-specific information texts</li> </ul>	<ol style="list-style-type: none"> <li>7. Making connections within and across chapters</li> <li>8. Balancing facts and ideas from the start</li> <li>9. Researching facts and ensuring text accuracy</li> <li>10. Letter to teachers: Reusing and recycling the revision process</li> <li>11. Creating introductions through researching mentor authors</li> </ol> <p>Bend 3: Moving toward publication, moving toward readers</p> <ol style="list-style-type: none"> <li>12. Taking stock and setting goal</li> <li>13. Putting oneself in readers’ shoes to clear up confusion</li> <li>14. Using text features makes it easier for readers to learn</li> <li>15. Letter to teachers: Fact-Checking through Rapid Research</li> <li>16. Punctuating with Paragraphs</li> </ol> <p>Bend 4: Transferring Learning from Long Projects to Short Ones</p> <ol style="list-style-type: none"> <li>17. Plan content-area writing, drawing on knowledge from across the unit</li> <li>18. Revising from self-assessments</li> <li>19. Crafting speeches, articles or brochures using information writing skills</li> <li>20. Brining all you know to every project</li> <li>21. A final celebration: Using knowledge about nonfiction writing to teach younger students</li> </ol>	<p>A Dash of Style: The Art and Mastery of Punctuation by Noah Lukeman (W.W. Norton &amp; Company)</p> <p>If You Want to Write by Brenda Ueland (BN Publishing)</p> <p><u>Great Non-Fiction Writers</u> (voice, zeal, _____ wonder) Rachel Carson Clifford Geertz John Muir</p> <p><u>Information Texts</u> Cats vs. Dogs by Elizabeth Carney (National Geographic)</p> <p>Fashion Design: The Art of Style by Jen Jones (Capstone)</p> <p>Great Migrations: Amazing Animal Journeys by Laura Marsh (National Geographic)</p> <p>Plants Bite Back! by Richard Platt (DK Publishing)</p> <p>Tomatoes Grow on a Vine (How Fruits and Vegetables Grow) by Mari Schuh (Capstone)</p> <p><u>Texts for Struggling Students</u></p> <p>Let’s Talk Tae Kwon Do by Laine Falk (Scholastic)</p>
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Going to a Restaurant by Melinda Beth  
Radabaugh (Capstone)

		<p>Assessment options:</p> <p>Common Assessment in Information Writing Scored with Teachers College Information Rubric</p> <p>Student generated expert-based piece on a self- chosen topic</p> <p>Checklist for Information Writing Writing Progressions</p> <p>Writer's Notebooks</p>
<p>Grammar skills infused into mini-lessons:</p> <ul style="list-style-type: none"> <li>● Write using different transitional strategies and phrases</li> <li>● Capitalize appropriate words in titles</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>● Ensure subject-verb and pronoun-antecedent agreement</li> </ul>		

Writer's Workshop Unit 4, Baby Literary Essay (If...Then...)  
(January-February)

Unit 4, Literary Essay (If...Then...)

Essential Questions:

1. What are some methods to make a claim about a text we have read?
2. What is the focus of my topic and how can we prove my ideas?
3. How can we choose clear details from the text?
4. How can we focus on something the author did to make the text special?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Goals:</p> <ul style="list-style-type: none"> <li>● Read with meaning to develop deeper understandings to write about</li> <li>● Write simple essays that expand upon is being read</li> <li>● Develop opinion writing skills</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● Students will select a text from several they are familiar with and generate many ideas about it</li> <li>● Write a thesis statement that will grow into an essay</li> <li>● Students gather evidence to support their claims</li> <li>● Write introductions and conclusions</li> <li>● Categorize evidence</li> <li>● Use literary terms</li> <li>● Revise, edit and publish</li> <li>● Celebration</li> </ul>	<p>Bend 1: Close Reading Idea about Literature</p> <ul style="list-style-type: none"> <li>● Channel students to write lots of entries about a selected text</li> <li>● Have students decide on one idea to develop into an essay</li> </ul> <p>Bend 2: Support and Craft the Arguments</p> <ul style="list-style-type: none"> <li>● Teach students to find evidence</li> <li>● Have students put it all together and revise</li> </ul> <p>Bend 3: Draft and and Revise Essays with Increased Independence</p> <ul style="list-style-type: none"> <li>● Cycle children through the writing process again with increased independence</li> </ul>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Spaghetti by Cynthia Rylant            Because of Winn Dixie by Kate DiCamillo            The Stories Julian Tells by Ann Cameron            Eve Bunting picture books</p> <p>Teacher Resources:  <a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Assessment:            Common Assessment in Narrative Writing            Scored with Teachers College Information Rubric</p> <p>Student generated expert-based piece on a self-chosen topic</p> <p>Checklist for Narrative Writing Writing Progressions</p> <p>Writer’s Notebooks</p>



Writer's Workshop Unit 5, Test Prep  
(March)

Unit 5, Test Prep

Essential Questions:

1. How can writers write over long periods of time as well as in short time-sensitive settings?
2. How do writers transfer skills and strategies that make their writing better to shorter pieces of writing?
3. How is writing in a timed setting similar and different from writing longer published pieces?
4. What strategies that we use for longer pieces can be transferred to writing in a timed setting?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>• Understand test-taking strategies</li> <li>• Understand how to interpret grade-level standardized test questions</li> <li>• Understand how to determine the elements to include in responses to standardized test questions</li> <li>• Practice composing written responses to grade-level standardized-test questions on computer-based assessments</li> <li>• Understand how to use text evidence to support written responses</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>• Address all parts of the prompt</li> <li>• Provide comprehensive development of the topic or narrative through the use of clear reasoning, details, textual evidence, and/or description</li> <li>• Respond in an appropriate manner to the task, purpose, and audience</li> <li>• Include a strong introduction and conclusion</li> <li>• Write with effective coherence, organization, and clarity</li> <li>• Include concrete words and phrases, sensory details, voice, transitional words, and domain-specific vocabulary to communicate ideas</li> <li>• Demonstrate understanding of language conventions with few grammatical and usage errors</li> </ul>	<p>Cross Content:</p> <ul style="list-style-type: none"> <li>• Writing from sources</li> <li>• Producing extended writing</li> <li>• Producing on-demand writing in a single sitting</li> <li>• Editing for conventions: capitalization, punctuation, and spelling</li> </ul> <p>Informational:</p> <ul style="list-style-type: none"> <li>• Presenting information and explaining ideas and concepts</li> <li>• Organizing by category</li> <li>• Teaching others</li> </ul> <p>Persuasive/Opinion:</p> <ul style="list-style-type: none"> <li>• Presenting a side, stance or claim</li> <li>• Providing evidence to support that claim or refute counter argument</li> <li>• Organizing by supporting and reasoning</li> <li>• Proving a side</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• Recounting a story (true or fictional)</li> <li>• Organizing writing using a series of events</li> <li>• Engaging audience in the tale of the characters</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Keyboarding skills</li> </ul>	<p>Recommended Resources:</p> <p><a href="http://www.literacycookbook.com">www.literacycookbook.com</a></p> <p><a href="http://www.achievethecore.org">www.achievethecore.org</a></p> <p><a href="https://parcc.pearson.com/practice-tests/">https://parcc.pearson.com/practice-tests/</a></p> <p><a href="https://storyworksjr.scholastic.com">https://storyworksjr.scholastic.com</a></p> <p><a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></p> <p><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></p> <p><a href="https://www.readworks.org/">https://www.readworks.org/</a></p> <p><a href="https://parcc-assessment.org/released-items/?fwp_subject_facet=english-languagearts&amp;fwp_grades_facet=grade-3-grade%2Cgrade-4-grade%2Cgrade-5-grade">https://parcc-assessment.org/released-items/?fwp_subject_facet=english-languagearts&amp;fwp_grades_facet=grade-3-grade%2Cgrade-4-grade%2Cgrade-5-grade</a></p> <p>Assessment:</p> <p>Writing Samples</p> <p>Anecdotal notes</p> <p>Teacher created checklists/rubrics</p>
	<ul style="list-style-type: none"> <li>• Drag &amp; Drop</li> <li>• Reading on a screen</li> </ul>	

- Note-taking
- Scrolling multiple windows
- Navigating multiple screens
- Using online writing tools

Writer's Workshop Unit 6: Information Writing:  
Reading Research, and Writing in the Content Areas (If...Then...)  
(April-May)

Unit 6, Writing about Research (If...Then...)

Essential Questions:

- 1. After researching a topic, how can we teach it to others?
- 2. What are some strategies that strong writers use to write information books?
- 3. How can mentor texts help us to write our own information book?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Research subjects in other content areas that are of student interest or are being studied</li> <li>● Compose new informational writing pieces relevant to what is being studied in other content areas</li> <li>● Develop text citation skills</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● Link writing to current topics in social studies, science, math, and reading curriculums</li> <li>● Collect information through videos, reading, and observations</li> <li>● Write about new knowledge</li> <li>● Use observation writing, timelines, and notes to grow ideas.</li> <li>● Plan a table of contents</li> <li>● Write chapters</li> <li>● Group related information</li> <li>● Use linking words between ideas and</li> </ul>	<p>Bend 1: Writing to Develop Expertise and Grow Ideas</p> <ul style="list-style-type: none"> <li>● Decide where students will be doing their research writing</li> <li>● Students will use notebooks as a place to gather information</li> <li>● Include observational writing, sketching, boxes-and-bullets format and questioning in notebooks</li> <li>● Think more deeply about topics</li> <li>● Write about what students think about the information they have gathered</li> </ul> <p>Bend 2: Planning a Table of Contents and Writing Chapters</p> <ul style="list-style-type: none"> <li>● Assess students' knowledge of using tables of contents to structure writing</li> <li>● Channel students to draft chapters</li> </ul> <p>Bend 3: Using Mentor Texts to Help Writers Revise Chapters They've Written and to Life the Level of Upcoming Chapters</p>	<p>Mentor Texts (Instructional Read Alouds):</p> <p>Deadliest Animals by Melissa Stewart (National Geographic) Trade book pack</p> <p>VIP Pass to a Pro Baseball Game Day by Clay Latimer (Sports Illustrated for Kids)</p> <p>Teacher Resources:</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>How's It Going?: A Practical Guide to Conferring with Student Writers by Carl Anderson (Heinemann)</p> <p>A Dash of Style: The Art and Mastery of Punctuation by Noah Lukeman (W.W. Norton &amp; Company)</p> <p>If You Want to Write by Brenda Ueland (BN Publishing)</p> <p><u>Great Non-Fiction Writers</u> (voice, zeal, wonder) _____ Rachel Carson</p>
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<ul style="list-style-type: none"> <li>● bits of information Revise</li> <li>● written work</li> </ul> <p>Layout and design visuals in their texts to support the main idea</p>	<ul style="list-style-type: none"> <li>● Use mentor texts to spotlight structure</li> <li>● Revise old chapters as they write new chapters</li> <li>● Return to research and possibly do more</li> <li>● Use mentor texts to learn about elaboration</li> </ul> <p>Bend 4: Editing and Publishing to Get Ready to Teach Others</p> <ul style="list-style-type: none"> <li>● Students draw on all they have learned about editing to get read to publish</li> <li>● Information writers revise with a lense for the charastics of information writing, including headings and subheadings, diagrams and introductions and conclusions</li> </ul>	<p>Clifford Geertz John Muir</p> <p><u>Information Texts</u> Cats vs. Dogs by Elizabeth Carney (National Geographic)</p> <p>Fashion Design: The Art of Style by Jen Jones (Capstone)</p> <p>Great Migrations: Amazing Animal Journeys by Laura Marsh (National Geographic)</p> <p>Plants Bite Back! by Richard Platt (DK Publishing)</p> <p>Tomatoes Grow on a Vine (How Fruits and Vegetables Grow) by Mari Schuh (Capstone)</p> <p><u>Texts for Struggling Students</u></p> <p>Let’s Talk Tae Kwon Do by Laine Falk (Scholastic)</p> <p>Going to a Restaurant by Melinda Beth Radabaugh (Capstone)</p> <p><u>Assessment options:</u></p> <p>Common Assessment in Information Writing Scored with Teachers College Information Rubric</p> <p>Student generated expert-based piece on a self-chosen topic</p>
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Checklist for Information Writing Writing  
Progressions

Writer's Notebooks

Writer's Workshop Unit 7: Once Upon a Time: Adapting and Writing Fairy Tales (Book 4)  
(May-June)

Unit 7, Once Upon a Time: Adapting and Writing Fairy Tales (Book 4)

Essential Questions:

1. How can we adapt a classic fairy tale to make it original to us?
2. What literary elements can we use to write an original fairy tale?
3. What elements do fairy tales include that help to make them flow?

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
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<p>Goals:</p> <ul style="list-style-type: none"> <li>● Write using a clear sequence of events</li> <li>● Use dialogue</li> <li>● Write fiction stories with an arc</li> <li>● Write using a storyteller’s voice</li> <li>● Write adaptations of fairy tales</li> <li>● Write an original fairy tale</li> <li>● Use comparisons in writing</li> <li>● Celebrate/publish student original fairy tales</li> </ul> <p>Outcomes: Students will...</p> <ul style="list-style-type: none"> <li>● Write original fairy tales by adapting classic ones</li> <li>● Make consequential changes to adapt fairy tales</li> <li>● Act out and story tell stories as we plan and write drafts</li> </ul>	<p>Bend 1: Writing in the Footsteps of the Classics</p> <ol style="list-style-type: none"> <li>1. Adapting classic tales</li> <li>2. Writing story adaptations that hold together</li> <li>3. Storytelling, planning, and drafting adaptations of fairy tales</li> <li>4. Writers can story-tell and act out as they draft</li> <li>5. Weaving narration through stories</li> <li>6. Mirror, mirror on the wall: assessment using</li> </ol> <p>Bend 2: Follow the Path: Adapting Fairy Tales with Independence</p> <ol style="list-style-type: none"> <li>7. self-reflection</li> <li>8. Goals and plans are a big deal</li> <li>9. Telling stories that make readers shiver</li> <li>10. Revising early and often</li> <li>11. When dialogue swamps your draft, add actions</li> </ol>	<p>Mentor Texts ( Instructional Read Alouds):</p> <p>Prince Cinders by Babette Cole (Penguin) Trade book pack</p> <p>Additional Texts and Resources</p> <p><a href="https://www.heinemann.com/">https://www.heinemann.com/</a></p> <p>Classic Versions of Fairy Tales (full text on online resources)</p> <p>The Three Billy Goats Gruff (Old Norwegian version)</p> <p>Cinderella or the Little Glass Slipper by Charles Perrault (HarperCollins)</p> <p>Little Red Cap by Jacob and Wilhelm Grimm (Grimm’s version of Little Red Riding Hood)</p>
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<ul style="list-style-type: none"> <li>● Weave narration through fairy tales Establish background, tie together scenes, and teach a moral and end a story</li> <li>● Plan stories using the writing process</li> <li>● Add refrains to writing</li> <li>● Make revisions as they draft</li> <li>● Balance dialogue and actions</li> <li>● Use figurative language Simplify long sentences, and complicate simplistic ones;</li> <li>● balance telling and showing sentences</li> <li>● Write original tales using character, motivation, problems and resolutions</li> <li>● Include actions and objects important to character</li> <li>● Vary the pace of their writing</li> <li>●</li> </ul>	<p>12. Painting a picture with words: revising for language</p> <p>Bend 3: Blazing Trails: Writing Original Fairy Tales</p> <p>13. The long and short of it: editing for sentence variety</p> <p>14. Collecting ideas for original fairy tales</p> <p>15. Letter to teachers: From “This is a fairy tale about” to “Once upon a time”</p> <p>16. Tethering objects to characters</p> <p>17. Using descriptive language while drafting</p> <p>18. Revising the magic</p> <p>19. Revising for readers</p> <p>20. Letter to teachers: Editing with an eye out for broken patterns</p> <p>21. Celebration: Happily Ever After: A Fairy Tale Celebration</p>	<p><u>Adaptations of Fairy Tales</u></p> <p>Cinderella by Maggie Beattie Roberts (Online resources Session 1) W inderella by Shana Frazin (Online resources Session 1)</p> <p>Fairy Tales and Other Stories Cinderella, translated and illustrated by Marcia Brown (Simon &amp; Schuster)</p> <p>The Random House Book of Fairy Tales Amy Ehrlich and Diane Goode (Random House)</p> <p>Clever Jack Takes the Cake by Candace Fleming (Random House)</p> <p>The Three Billy Goats Gruff by Paul Galdone (Houghton Mifflin Harcourt)</p> <p>Classic Fairy Tales by Scott Gustafson (Workman Publishing)</p> <p>Little Red Riding Hood by Trina Schart Hyman (Holiday House)</p> <p>Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie (Penguin)</p> <p>The Three Little Pigs by James Marshall (Penguin)*</p> <p>The Rainbabies by Laura Krauss Melmed (HarperCollins)</p>
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Mufaro's Beautiful Daughters: An African Tale by John Steptoe (Penguin)

Lon Po Po: A Red-Riding Hood Story from China by Ed Young (Penguin)



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\* Other favorites from James Marshall: Cinderella, Little Red Riding Hood

Adapted Fairy Tales

Cindy Ellen: A Wild Western Cinderella by Susan Lowell (HarperCollins)

Cinder-Elly by Frances Minters (Penguin)

The Rough-Face Girl by Rafe Martin  
(Algonquin Native American version of Cinderella)  
(Penguin)

Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie (Penguin)

The True Story of the Three Little Pigs, as told to Jon Scieszka (Penguin)

The Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka (Penguin)

Sleeping Ugly by Jane Yolen (Penguin)

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas (Simon & Schuster)

Picture Books

(to demonstrate tethering objects to characters)

Owen by Kevin Henkes (HarperCollins)

		<p>Those Shoes by Maribeth Boelts (Candlewick Press)</p> <p>Teacher Resources:</p> <p>The Stuff of Fiction by Douglas Bauer (The University of Michigan Press)</p> <p>On Becoming a Novelist by John Gardner (W.W. Norton &amp; Company)</p> <p>One Writer's Beginnings by Eudora Welty (Harvard University Press)</p> <p><u>Assessment options:</u></p> <p>Common Assessment in Narrative Writing Scored with Teachers College Information Rubric</p> <p>Student generated fairy tale/adaptation</p> <p>Checklist for Narrative Writing Writing Progressions</p> <p>Writer's Notebooks</p>
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Grammar skills infused into mini-lessons:

- Simplify long sentences, and complicate simplistic ones; balance telling and showing sentences
- Use commas in addresses
- Use coordinating and subordinating conjunctions
- Use abstract nouns (e.g., childhood)
- Form and use regular and irregular plural nouns
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

**Third Grade Writing Scope and Sequence At-A-Glance (as it correlates with the PTHSD District Approved Reading Scope and Sequence)**

	Reading	Writing/Grammar
Sept-Oct	Building a Reading life	Unit 1, Crafting True Stories (Book 1)  Grammar skills infused into mini-lessons: <ul style="list-style-type: none"> <li>● Paragraphing to Support Sequencing, Dialogue, and Elaboration</li> <li>● Commas and Quotation Marks: Punctuating Dialogue</li> <li>● write with periods and capitals, commas, and quotation marks</li> <li>● Produce simple, compound, and complex sentences</li> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</li> <li>● Form and use possessives</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> </ul>



Oct-Nov	Mystery	<p>Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)</p> <p>Grammar skills infused into mini-lessons:</p> <ul style="list-style-type: none"> <li>● Write past, present and future tense verbs to handle shifts in time</li> <li>● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> </ul>
Nov-Dec	Reading to Learn	<p>The Art of Information Writing (Book 2)</p> <p>Grammar skills infused into mini-lessons:</p> <ul style="list-style-type: none"> <li>● Write using different transitional strategies and phrases</li> <li>● Capitalize appropriate words in titles</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>● Ensure subject-verb and pronoun-antecedent agreement</li> </ul>
Jan-Feb	Character Studies	Baby Literary Essay (If...Then...)*
March	Test Prep	Test Prep
April-May	Research Clubs	Writing about Research (If...Then...)

May-June	Learning From Countries...(If...Then)	<p>Once Upon a Time: Adapting and Writing Fairy Tales (Book 4)</p> <p>Grammar skills infused into mini-lessons:</p> <ul style="list-style-type: none"> <li>● Simplify long sentences, and complicate simplistic ones; balance telling and showing sentences</li> <li>● Use commas in addresses</li> <li>● Use coordinating and subordinating conjunctions</li> <li>● Use abstract nouns (e.g., childhood)</li> <li>● Form and use regular and irregular plural nouns</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</li> </ul>
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