

Mount Laurel Language Arts Curriculum
Grade 3

Writing Unit: Launching and Narrative

Stage 1: Determine the Desired Results

Enduring Understanding(s):

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Writers develop ideas for personal narratives by paying close attention to the small moments in their lives.

Rules and conventions of language help readers understand what is being communicated.

Essential Question(s):

How do writers develop a well written product?

How do writers generate ideas for personal narrative

How do rules of language affect communication?

Students will be able to:

Text Types and Purposes

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

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

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 (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

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- **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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Conventions of Standard English

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

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.*

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

- **L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize appropriate words in titles.

Use commas in addresses.

Use commas and quotation marks in dialogue.

Form and use possessives.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to

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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.

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.

Choose words and phrases for effect.*

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

Vocabulary Acquisition and Use

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*).

8.1 Interdisciplinary Connection: Educational Technology

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

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

Conduct short research projects that build knowledge about a topic.

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

Other Forms of Assessment:

Narrative writing essay

Multiple drafts of the narrative writing essay (pre-writing, rough draft, revising, etc.)

Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing

Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic

Productivity: Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas

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Mechanics: Child can spell high frequency words accurately; can use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas

Teacher's anecdotal records

Stage 3: Learning Plan

The Components of a Minilesson

A writing minilesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A minilesson's components are: Connection, Teaching, Active Engagement, and Link. Each minilesson follows the same architecture:

Connection: Children learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.

Teaching: The teacher shows children how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.

Active Engagement: Children are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.

Link: The teacher crystallizes what has been taught, adding it to children's growing repertoire. Children are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a child is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

Research: Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.

Decide: Weigh whether you want to accept or alter the child's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the child's writing. Plan the way in which you will provide the student with guided practice.

Teach: Instruct the child on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the child may not know.

Link: Name what the child has accomplished as a writer and remind the child to do this often in the

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future.

Launching the Writing Workshop: Grades 3-5. Lucy Calkins and Marjorie Martinelli – Unit 1

- Session I. Starting the Writing Workshop (p. 1)
- Session II. Generating More Writing (p. 15)
- Session III. Qualities of Good Writing: Focus, Detail, and Structure (p. 27)
- Session IV. The Writer's Job in a Conference (p. 37)
- Session V. Building Stories Step-by-Step (p. 47)
- Session VI. Choosing a Seed Idea (p. 59)
- Session VII. Revising Leads: Learning from Published Writing (p. 69)
- Session VIII. Writing Discovery Drafts (p. 83)
- Session IX. Revising Endings: Learning from Published Writing (p. 93)
- Session X. Taking Charge of our Writing Work: Starting a Second Piece (p. 103)
- Session XI. Timelines as Tools for Planning Stories (p. 113)
- Session XII. Timelines for Tools for Developing Stories (p. 125)
- Session XIII. Writing from Inside a Memory (p. 135).
- Session XIV. Writing in Passages of Thought: Paragraph to Support Elaboration (p. 147)
- Session XV. Developing the Heart of a Story: Revision (p. 157)
- Session XVI. Using Editing Checklists (p. 169)
- Session XVII. Publishing: A Writing Community Celebrates (p. 179)

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Narrative Writing: To Tell a Story

Raising the Quality of Narrative Writing: Grades 3-5. Lucy Calkins and Marjorie Martinelli – Unit 2

- Session I. Reading with a Writer's Eye (p. 1)
- Session II. Starting with Turning Points (p. 17)
- Session III. Starting with Strong Feelings (p. 31)
- Session IV. Yesterday's Revisions Become Today's Standard Practice (p. 45)
- Session V. Listening for Significance in Seed Ideas (p. 57)
- Session VI. Writer's Ask, "What Am I Really Trying to Say?" (p. 69)
- Session VIII. Studying and Creating Leads (p. 81)
- Session IX. Bringing Forth the Internal Story (p. 103)
- Session X. Adding Scenes from the Past and Future (p. 115)
- Session XI. Bringing Forth the Story Arc (p. 127)
- Session XIII. Editing: The Power of Commas (p. 147)
- Session XIV. Reading Aloud Our Writing: A Ceremony of Celebration (p. 155)

Checklist of skills cited in Common Core for Narrative Writing for Grade 3. This checklist will be used to inform instructional decisions for minilessons, assessing students' writing, and as an aide when developing a rubric.

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

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Narrative Writing Checklist

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.

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.)

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

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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*).

Language Usage Checklist

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular

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sentences.		
Form and use regular and irregular plural nouns.		
Use abstract nouns (e.g., <i>childhood</i>).		
Form and use regular and irregular verbs.		
Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.		
Ensure subject-verb and pronoun-antecedent agreement.*		
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
Use coordinating and subordinating conjunctions.		
Produce simple, compound, and complex sentences.		
Capitalize appropriate words in titles.		

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Use commas in addresses.		
Use commas and quotation marks in dialogue.		
Form and use possessives.		
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).		
Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.		
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

Modifications

Special Education:

- Use Research, Decide, Teach, Link methodology during conferring with students

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk

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<ul style="list-style-type: none"> ● Teacher models own writing ● Show additional number of samples/examples ● Provide additional opportunities to practice ● Use individual teacher/student conferences to address student’s needs ● Use small group table conferences to address needs ● Develop target vocabulary ● Scaffold comprehension when reading is used to promote reader response ● Use graphic organizers to develop key concepts/ideas ● Teach key aspects of a topic. Eliminate nonessential information. 	<ul style="list-style-type: none"> ● Repeat and Clarify ● Provide a Sequence ● Encourage self-selection of topics ● Target vocabulary ● Scaffold comprehension when reading is used to promote reader response ● Scaffold content-literacy reading ● Allow products to demonstrate student’s learning ● Provide on-going feedback
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Utilize TIME Mentor Program ● Build a relationship ● Allow flexible due dates ● Employ strategies from Classroom Instruction that Works ● Create the Opportunity to Learn strategies ● Build lessons around student interests 	<p>Gifted Students:</p> <ul style="list-style-type: none"> ● Utilize flexible groups-group gifted students with other gifted students or higher-level learners ● Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group) ● Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning) ● Invite students to explore different points of view on a topic of study and compare the two ● Provide multiple opportunities for students to “Own Their Learning” ● Ask students higher-level questions that require students to look into causes, experiences, and facts to draw a conclusion to other areas of learning. (Webb’s Depth of Knowledge- Level 4) ● Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials. Supply reading materials on a wide variety of subjects and levels ● Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching ● Focus on Habits of Mind pedagogy

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Core Instructional Materials:

- *Calkins Units of Study in Writing* Program 2014 edition
- Newsela.com for leveled texts
- Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod