

WRITING - 3

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	WR2300	3

Show Icon

August 2015

Realistic Fiction (Narrative)			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>The purpose of this unit is to teach students the elements of a story and how writers use these elements to drive their stories.</p> <p>Students will learn how to develop characters. Students will also use character traits and dialogue to show what characters do, say, or think in order to add to the meaning of the story.</p> <p>Students will learn how to develop a plot line with rising action and a satisfying conclusion.</p> <p>APPROXIMATE TIMEFRAME: Long term unit 4-5 weeks</p>	<p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->What is realistic fiction?</p> <p><!--[if !supportLists]-->• <!--[endif]-->Story elements: character, plot, setting 3.W.3</p> <p><!--[if !supportLists]-->• <!--[endif]-->>Character traits</p> <p><!--[if !supportLists]-->• <!--[endif]-->Dialogue 3.W.3b</p> <p><!--[if !supportLists]-->• <!--[endif]-->>Sequence of events</p> <p><!--[if !supportLists]-->• <!--[endif]-->Point of view</p> <p><!--[if !supportLists]-->• <!--[endif]-->Revising for voice, word choice, and sentence fluency 3.W.5</p> <p><!--[if !supportLists]-->• <!--[endif]-->>Introduce/Review checklist/rubric</p> <p>Conventions and Grammar</p> <p><!--[if !supportLists]-->• <!--[endif]-->Address conventions and grammar throughout the unit</p> <p><!--[if !supportLists]-->✓ <!--[endif]-->Verb tenses (review conventional spelling)</p> <p>Commas & quotations in dialogue</p>	<p>Instructional Resources:</p> <p><i>6+1 Traits of Writing</i> by Culham</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Craft Lessons by Ralph Fletcher (character) pages 73 & 74; (setting) pages 72 & 75</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Craft Lessons by Ralph Fletcher page 74</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Marvelous Minilessons by Lori Jamison Rog pages 103-105</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Craft Lessons by Ralph Fletcher page 70 & 79; Explorations in Nonfiction Writing (grade 3) by Linda Hoyt pages 110 & 111</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Craft Lessons by Ralph Fletcher (voice) page 64; (word choice) page 60; (sentence fluency) pages 61 & 87</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Mastering the Mechanics by Linda Hoyt pages 78 & 79; 136 & 137; 144 & 145</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Mastering the Mechanics by Linda Hoyt pages 96 & 97</p> <p>Mentor Text Ideas:</p> <p>Knufflebunny - Mo Willems</p> <p>Grandpa's Teeth - Munch</p> <p>Psst...It's Me the Bogeeman - Park</p> <p>Saturdays and Teacakes - Laminack</p>	<p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Sentence Fluency</p> <p><!--[if !supportLists]-->• <!--[endif]-->Dialogue</p> <p>Organization</p> <p><!--[if !supportLists]-->• <!--[endif]-->Introduction (Hook/Lead)</p> <p><!--[if !supportLists]-->• <!--[endif]-->Plot (Beginning, Middle, End)</p> <p>Word Choice</p> <p><!--[if !supportLists]-->• <!--[endif]-->Vivid verbs</p> <p><!--[if !supportLists]-->• <!--[endif]-->Verb tenses</p> <p><!--[if !supportLists]-->• <!--[endif]-->Figurative language</p> <p><!--[if !supportLists]-->• <!--[endif]-->Character traits</p> <p>Voice</p> <p><!--[if !supportLists]-->• <!--[endif]-->First person</p> <p><!--[if !supportLists]-->• <!--[endif]-->Third person</p> <p>Conventions</p> <p><!--[if !supportLists]-->• <!--[endif]-->>Quotation marks</p> <p>Narrative</p>

September 2015

Writing			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p>			

October 2015

Opinion Letter with Evidence			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>Students will write a letter stating their opinion on a particular topic. Students will support their ideas while trying to convince others to take action.</p>	<p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Stating an opinion 3.W.1a</p> <p><!--[if !supportLists]-->• <!--[endif]-->>Supporting an opinion with reasons 3.W.1b</p>	<p>Instructional Resources:</p> <p><i>6+1 Traits of Writing</i> by Culham</p> <p><!--[if !supportLists]-->• <!--[endif]-->> Crafting Nonfiction (intermediate) by Linda Hoyt pages 174 & 175; 264 & 265</p>	<p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Organization</p>

<p>Teachers will teach students to respond to a current event or a cross curricular topic.</p> <p>Teachers will teach students to take stance, and consider others' points of view when writing supports for their opinion. Students will establish an opinion and support it.</p> <p>APPROXIMATE TIMEFRAME: Short term unit 2-3 weeks</p>	<p><!--[if !supportLists]-->• <!--[endif]-->Letter writing structure</p> <p><!--[if !supportLists]-->• <!--[endif]-->Connecting opinion and reasons with linking words and phrases 3.W.1c</p> <p><!--[if !supportLists]-->• <!--[endif]-->Concluding statement 3.W.1d</p> <p>Conventions and Grammar</p> <p><!--[if !supportLists]-->• <!--[endif]-->Address conventions and grammar throughout the unit</p>	<p><!--[if !supportLists]-->• <!--[endif]-->Mastering the Mechanics by Linda Hoyt pages 100 & 101</p> <p><!--[if !supportLists]-->• <!--[endif]-->Mastering the Mechanics by Linda Hoyt pages 76 & 77</p> <p>Mentor Text Ideas:</p> <p>Letter Writing:</p> <p>Too & Puddle by Holly Hobbie</p> <p>Searching for Oliver K Woodman by Darcy Pattison</p> <p>Dear Bunny by Michaela Morgan</p> <p>Persuasive Texts:</p> <p>I Wanna Iguana by Karen Kaufman Orloff & David Catrow</p> <p>Earrings! by Judith Viorst</p> <p>Hey Little Ant by Philip & Hanna Hoose</p> <p>Dear Mrs. LaRue by Mark Teague</p> <p>I Wanna New Room by Karen Kaufman Orloff</p> <p>Don't Let the Pigeon Drive the Bus by Mo Willems</p> <p>The Great Kapok Tree by Lynne Cherry</p>	<p><!--[if !supportLists]-->• <!--[endif]-->Hook/Lead</p> <p><!--[if !supportLists]-->• <!--[endif]-->Facts</p> <p><!--[if !supportLists]-->• <!--[endif]-->Opinions</p> <p><!--[if !supportLists]-->• <!--[endif]-->Supporting Details/Evidence from text</p> <p><!--[if !supportLists]-->• <!--[endif]-->Conclusion (restate position)</p> <p>Word Choice/Voice/Sentence Fluency:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Convincing Reasons</p> <p><!--[if !supportLists]-->• <!--[endif]-->Transition Words & Phrases</p> <p>Conventions</p> <p>Letter Format:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Heading</p> <p><!--[if !supportLists]-->• <!--[endif]-->Greeting</p> <p><!--[if !supportLists]-->• <!--[endif]-->Body</p> <p><!--[if !supportLists]-->• <!--[endif]-->Closing</p> <p>Signature</p>
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November 2015

Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p>			

December 2015

Informational Research with text features (Expository)			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>Students will write non-fiction books. They will select a narrowed topic of interest and write to teach others about this topic.</p> <p>Students will learn strategies for researching information related to their topic, while also will learn skills to organize the information and research they gather about their chosen topic.</p> <p>Students will use informative text structure when writing. Third graders can begin to organize their informational writing with a descriptive (main idea with details), sequential, or comparison (compare/contrast) text structure.</p> <p>Students will add clarity to their "all about" text by adding a table of contents, headings, bold words, illustrations and diagrams, and possibly graphs and/or charts.</p> <p>APPROXIMATE TIMEFRAME: Long term unit: 4-5 weeks</p>	<p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Identifying the features in non-fiction writing (heading, table of contents, bold words, glossary, diagrams, and charts 3.RI.5</p> <p><!--[if !supportLists]-->• <!--[endif]-->Choosing a topic of interest 3.W.2</p> <p><!--[if !supportLists]-->• <!--[endif]-->What do I want to know more about? 3.W.7</p> <p><!--[if !supportLists]-->• <!--[endif]-->Narrowing down the focus of specific topic (Instead of dogs, focus on poodles.) 3.W.7</p> <p><!--[if !supportLists]-->• <!--[endif]-->Locating information on topic of interest 3.W.7</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focusing your research for your audience 3.W.7 and 3.W.10</p> <p><!--[if !supportLists]-->• <!--[endif]-->Paraphrasing information 3.W.8</p> <p><!--[if !supportLists]-->• <!--[endif]-->Revising for organization of content 3.W.5</p> <p><!--[if !supportLists]-->• <!--[endif]-->Organizing the layout 3.W.4</p> <p><!--[if !supportLists]-->• <!--[endif]-->Revising to discard irrelevant information 3.W.5</p> <p><!--[if !supportLists]-->• <!--[endif]-->Choosing nonfiction features that work for your piece 3.W.4</p> <p>Conventions and Grammar</p>	<p>Instructional Resources:</p> <p><i>6+1 Traits of Writing</i> by Culham</p> <p><!--[if !supportLists]-->• <!--[endif]-->Crafting Nonfiction (intermediate) by Linda Hoyt pages 298, 300, 290, 292, and 294; Craft Lessons by Ralph Fletcher page 75</p> <p><!--[if !supportLists]-->• <!--[endif]-->Craft Lessons by Ralph Fletcher page 55</p> <p><!--[if !supportLists]-->• <!--[endif]-->Crafting Nonfiction (intermediate) by Linda Hoyt 44-62</p> <p><!--[if !supportLists]-->• <!--[endif]-->Craft Lessons by Ralph Fletcher page 63</p> <p>Mentor Text Ideas:</p> <p>Bats - by Gail Gibbons</p> <p>Planet Earth/Inside Out by Gail Gibbons</p> <p>My Baseball Book by Gail Gibbons</p> <p>Fire Trucks by Carol Lindeen</p> <p>Mammals by Adeke Richardson</p> <p>Storms by Leslie Dickstien</p>	<p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Sentence Fluency</p> <p><!--[if !supportLists]-->• <!--[endif]-->Topic Sentence</p> <p><!--[if !supportLists]-->• <!--[endif]-->Paraphrasing</p> <p><!--[if !supportLists]-->• <!--[endif]-->Summarizing</p> <p>Organization/Text Structure</p> <p><!--[if !supportLists]-->• <!--[endif]-->Informative</p> <p><!--[if !supportLists]-->• <!--[endif]-->Descriptive</p> <p><!--[if !supportLists]-->• <!--[endif]-->Sequence</p> <p><!--[if !supportLists]-->• <!--[endif]-->Comparison</p> <p>Word Choice</p> <p><!--[if !supportLists]-->• <!--[endif]-->Details and Specific Nouns</p> <p>Voice</p> <p>Conventions</p>

	Address conventions and grammar throughout the unit	Time for Kids Scholastic News National Geographic Explorer Magazines	Text Features: <!--[if !supportLists]-->• <!--[endif]-->Headings <!--[if !supportLists]-->• <!--[endif]-->Table of Contents <!--[if !supportLists]-->• <!--[endif]-->Bold Words <!--[if !supportLists]-->• <!--[endif]-->Glossary <!--[if !supportLists]-->• <!--[endif]-->Diagrams <!--[if !supportLists]-->• <!--[endif]-->Charts Labels
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January 2016

On-Demand Writing (Narrative)			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>The focus of this unit is to provide students with practice responding to questions about a piece of text within a given time frame. They will learn how to use their tools of brainstorming, drafting, revising, and editing all within a short period of time. They will also focus on giving details from a given text to support their ideas.</p> <p>APPROXIMATE TIMEFRAME: Single Writing Session</p>	<p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.3.10</p> <p><!--[if !supportLists]-->• <!--[endif]-->Story elements: character, plot, setting 3.W.3</p> <p>Conventions and Grammar</p> <p><!--[if !supportLists]-->• <!--[endif]-->Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p><i>6+1 Traits of Writing</i> by Culham</p> <p><i>Writing on Demand: Teaching Students to Write for the Common Core</i> Beth Burke NBCT</p> <p>All Textbooks</p> <p>Multi-Media/Video</p> <p>Venn Diagrams</p> <p>Graphic Organizers</p>	<p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Sentence Fluency</p> <p>Organization</p> <p><!--[if !supportLists]-->• <!--[endif]-->Introduction (Hook/Lead)</p> <p><!--[if !supportLists]-->• <!--[endif]-->Plot (Beginning, Middle, End)</p> <p>Word Choice</p> <p><!--[if !supportLists]-->• <!--[endif]-->Vivid verbs</p> <p><!--[if !supportLists]-->• <!--[endif]-->Verb tenses</p> <p><!--[if !supportLists]-->• <!--[endif]-->Figurative language</p> <p><!--[if !supportLists]-->• <!--[endif]-->Character traits</p> <p>Voice</p> <p><!--[if !supportLists]-->• <!--[endif]-->First person</p> <p><!--[if !supportLists]-->• <!--[endif]-->Third person</p> <p>Conventions</p> <p>Narrative</p>

February 2016

Compare/Contrast Essay with Opinion			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>Students will write an essay comparing and contrasting two pieces of literature. An example might be using fairy tales: <i>Lon Po Po</i> and <i>Little Red Riding Hood</i> or <i>The 3 Little Pigs</i>.</p> <p>Students will state an opinion with reasons that compares/contrasts two features of a text.</p> <p>For example: Compare/Contrast the Wolf in <i>The 3 Little Pigs</i> to Wolf in <i>Little Red Riding Hood</i> ...give opinion about which was more evil or</p>	<p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Stating an opinion 3.W.1a</p> <p><!--[if !supportLists]-->• <!--[endif]-->Supporting an opinion with reasons 3.W.1b</p> <p><!--[if !supportLists]-->• <!--[endif]-->Letter writing structure</p> <p><!--[if !supportLists]-->• <!--[endif]-->Connecting opinion and reasons with linking words and phrases 3.W.1c</p> <p><!--[if !supportLists]-->• <!--[endif]-->Concluding statement 3.W.1d</p> <p>Conventions and Grammar</p>	<p>Instructional Resources:</p> <p><i>6+1 Traits of Writing</i> by Culham</p> <p><!--[if !supportLists]-->• <!--[endif]-->Crafting Nonfiction (intermediate) by Linda Hoyt pages 174 & 175; 264 & 265</p> <p><!--[if !supportLists]-->• <!--[endif]-->Mastering the Mechanics by Linda Hoyt pages 100 & 101</p> <p><!--[if !supportLists]-->• <!--[endif]-->Mastering the Mechanics by Linda Hoyt pages 76 & 77</p>	<p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Organization</p> <p><!--[if !supportLists]-->• <!--[endif]-->Hook/Lead</p> <p><!--[if !supportLists]-->• <!--[endif]-->Facts</p> <p><!--[if !supportLists]-->• <!--[endif]-->Opinions</p> <p><!--[if !supportLists]-->• <!--[endif]-->Supporting Details/Evidence from text</p>

<p>Compare/Contrast the plot of <i>Little Red Riding Hood</i> to <i>Lon Po Po</i>)</p> <p>APPROXIMATE TIMEFRAME: Short Term 1-2 weeks</p>	<p>Address conventions and grammar throughout the unit</p>	<p>Mentor Text Ideas: Fairy Tales <i>Lon Po Po</i> <i>Little Red Riding Hood</i> <i>The Three Little Pigs</i></p>	<p><!--[if !supportLists]-->• <!--[endif]-->Conclusion (restate position)</p> <p>Word Choice/Voice/Sentence Fluency:</p> <p><!--[if !supportLists]-->• <!--[endif]-->Convincing Reasons</p> <p><!--[if !supportLists]-->• <!--[endif]-->Transition Words & Phrases</p> <p>Conventions</p>
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March 2016

<p>Writing</p>			
<p>Content <input type="button" value="▾"/></p>	<p>Skills <input type="button" value="▾"/></p>	<p>Assessment <input type="button" value="▾"/></p>	<p>Resources <input type="button" value="▾"/></p>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p>			

April 2016

<p>Biography (Expository)</p>			
<p>Content <input type="button" value="▾"/></p> <p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>In this unit, students will write a biography.</p> <p>Students will choose a person of interest that they will research and write about. Students will learn to gather information about their chosen person, choose the most relevant/important details, and organize those details in chronological order.</p> <p>In the written portion of this unit, students will use paragraph structure to write about the important events, in order, that happened in the person's life.</p> <p>APPROXIMATE TIMEFRAME: Long term unit 4-5 weeks</p>	<p>Skills <input type="button" value="▾"/></p> <p>Lesson Topics:</p> <p><!--[if !supportLists]-->• <!--[endif]-->What is a biography?</p> <p><!--[if !supportLists]-->• <!--[endif]-->Locating information on topic of interest 3.W.7</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focusing your research for your audience 3.W.7 and 3.W.10</p> <p><!--[if !supportLists]-->• <!--[endif]-->Paraphrasing information 3.W.8</p> <p><!--[if !supportLists]-->• <!--[endif]-->Chronological order using a time line</p> <p>Conventions and Grammar</p> <p>Address conventions and grammar throughout the unit</p>	<p>Assessment <input type="button" value="▾"/></p> <p>Instructional Resources: <i>6+1 Traits of Writing</i> by Culham</p> <p>Mentor Text Ideas: <u>If a Bus Could Talk: The Story of Rosa Parks</u> by Faith Ringgold <u>Night Flight: Amelia Earhart Crosses the Atlantic</u> by Robert Burleigh <u>Roberto Clemente: Pride of the Pittsburgh Pirates</u> by Jonah Winter</p>	<p>Resources <input type="button" value="▾"/></p> <p>Ideas</p> <p><!--[if !supportLists]-->• <!--[endif]-->Focus</p> <p><!--[if !supportLists]-->• <!--[endif]-->Main Idea</p> <p>Sentence Fluency</p> <p>Organization</p> <p>Word Choice</p> <p>Voice</p> <p>Conventions</p> <p><!--[if !supportLists]-->• <!--[endif]-->Biography</p> <p><!--[if !supportLists]-->• <!--[endif]-->Chronological order</p> <p>Time Line</p>

May 2016

<p>Writing</p>			
<p>Content <input type="button" value="▾"/></p>	<p>Skills <input type="button" value="▾"/></p>	<p>Assessment <input type="button" value="▾"/></p>	<p>Resources <input type="button" value="▾"/></p>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p>			