

Summit Public Schools
Summit, New Jersey
Grade Level: Third/ Content Area: WRITING
2019-2020 School Year
Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill Work
September/ October	Building a Reading Life (book 1)	Crafting True Stories (book 1)	--Using an Editing Checklist --Capitalization of Proper Nouns and Words in Titles --Tackling Tricky Words with a Repertoire of Strategies
October/ November	Mystery: Foundational Skills in Disguise (If/Then Book)	Changing the World: Persuasive Speeches, Petitions, & Editorials (book 3)	--Producing simple sentences: Nouns and Verbs --Using Compound and Complex Sentences --Using Paragraphs to Separate Information
December/ January	Reading to Learn: Grasping Main Idea and Text Structures (book 2)	The Art of Information Writing (book 2)	--Using Adjectives and Adverbs to Describe --Using Available Resources and Spelling Patterns to Write Words --Forming and Using Possessives
February/ March	Character Studies (book 3)	Baby Literary Essay	--Using Commas: Series, Addresses, and Dialogue --Using Quotation Marks for Dialogue
March/ April	Social Issues Book Clubs Across Fiction and Nonfiction (Curricular Calendar) *2 Week Mini-Test Prep Unit	Once Upon a Time: Adapting and Writing Fairy Tales (book 4) *2 Week Mini-Test Prep Unit	--Ensuring Subject-Verb and & Pronoun-Antecedent --Exploring Verbs and Verb Tenses --Using Conjunctions
May/ June	Research Clubs: Elephants, Penguins, and Frogs, Oh My! (book 4)	Writing About Research (Curricular Calendar)	--Using Paragraphs to Separate Parts, Time, or New Character --Using Figurative Language to Describe the Story --Reviewing Commas and Quotation Marks for Dialogue

Unit 1: Crafting True Stories

September/October

September is an exciting time in third grade writing workshop. You'll establish writing workshop routines and invest time in a familiar genre--personal narrative. Students will learn a more adult-like writing process, where there is more time for rehearsal of writing. They collect lots of quick drafts of possible stories in a writer's notebook, then select just one of these to put through the writing process.

Bend I starts with students looking at examples of notebook entries. Then students share their discoveries, imagining that kind of writing they want to make and setting goals for themselves. As students work to craft narrative stories they will study a mentor text, *Come On, Rain!* by Karen Hesse. This first bend provides a vision for the kind of writing third-graders can do, builds on what they could do as second-graders.

Bend II introduces children to what is new and different about keeping writing in a notebook versus a writing folder. Children will learn to reread all of their entries to select one seed idea to develop by story-telling it over and over again. Then it is out of the notebook and into a drafting booklet by writing fast and furiously, working to relive the small moment on the page. Students will continue to study the work of Karen Hesse, noticing and naming how to be a strong storyteller, adding dialogue, actions, thoughts, and feelings. Bend III emphasizes independence and initiative. They will pick another piece to move through the writing process again, by becoming their own job captain and drawing on all they know. Finally, students will compare both pieces and decide which one will be revised, edited, and published.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ▪ Establishing routines for a well-managed, productive writing workshop ▪ Practicing the utility of a writers' notebook ▪ Establishing a community of writers in the classroom 	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ▪ How do writers independently write a personal narrative? ▪ How do writers write with volume, stamina, and speed? ▪ How do writers become invested in the Writing Workshop? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ▪ Writers draw upon personal experiences to write personal narratives. ▪ Writers use notebooks to log their ideas ▪ Writers have many ways to develop and revise stories they create

Unit 2: Changing The World: Persuasive Speeches, Petitions, and Editorials

October/November

Third grade is a year where students are looking to make their opinions well-known. In this unit, students will have the opportunity to channel their opinions into writing that can make a difference. Students will learn that their voices have power and that well-supported opinions can change the world. They will collect powerful opinions and express themselves through persuasive speeches, petitions and letters.

In Bend I, students will look at the world and imagine how it could be better in order to grow ideas for possible writing projects. Throughout this bend, students will gather bold and brave opinions as they write multiple persuasive speeches. Then, students will choose one speech to become the seed topic that they will take through the writing process in the next bend of the unit. Bend II gives writers the opportunity to work for an extended amount of time on one piece, taking it through the writing process. Writers will gather and organize facts, details and examples to support their reasons. In Bend III, students will study an example of a petition to transfer and grow their knowledge of persuasive writing. Students will write a final persuasive piece in their choice of format.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ▪ Crafting a claim ▪ Collecting specific evidence to support and elaborate on a claim ▪ Shaping a claim and related evidence into a persuasive speech 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ▪ How do writers independently write a persuasive speech? ▪ How do writers persuade their target audience? ▪ How do writers revise and edit for precision and clarity? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ▪ Writers draw upon things that they want to see changed in the world to write persuasive speeches. ▪ Writers have many ways to collect and organize facts, details and examples to support their claim. ▪ Writers consistently use checklists to edit and revise their work throughout the writing process.

Unit 3: The Art of Information Writing

December/January

This unit teaches students to write in one particular template for informational writing that is highlighted in the mentor texts that they will study throughout the unit. It will build on the foundation that they developed in second grade during the *Lab Reports and Science Books* unit, in which they learned how to group information, create simple introductions, elaborate for each topic, and use domain-specific vocabulary. Therefore, these skills are extended and students are taught how to logically organize their pieces, elaborate by including facts, definitions, and anecdotes, use linking words and phrases to connect paragraphs and chapters, and “plan, revise, and edit” their pieces with greater independence.

The unit begins by students identifying a topic about which they would like to teach others. They develop a powerful table of contents to use as a tool for structuring their piece. As they begin to draft, they reflect on their work periodically and apply revision strategies from previous grades, as well as more complex strategies such as using grammar with meaning and tapping research for elaboration. Students will also consider their audience when attending to aspects of their work, such as text features, fact accuracy, and appropriate language conventions. Finally, children learn how to transfer the informational writing skills acquired throughout the unit to their writing pieces in other content areas, such as science and social studies.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ▪ Writers develop strategies to write effectively about an area in which they have an expertise. ▪ Writers study the work of others (i.e. mentor texts) to improve their own craft. ▪ Writers revise their work multiple times throughout the process, using resources such as checklists, mentor texts, and peer feedback. 	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ▪ How can I raise the level of my information writing, in particular by working on structure, development, and language conventions? ▪ How can I learn to plan out ways to teach a topic that I know well so the information is chunked into organized categories? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ▪ Writing informational text is a way to teach others about a topic. ▪ Writers structure, elaborate, and craft their information in a way that helps the readers understand. ▪ Writers elaborate on their topics by using facts, details, and observations.

- How can I learn to draft and revise my chapters so that I practice writing with varied kinds of information and structures, elaborating on that information, and linking pieces together?
- How can I use writing time to learn to transfer what I have learned so far in this unit to pieces of writing that I am doing in other disciplines?

- Writers choose expert words to teach readers a lot about the subject and use text features as a way to support the reader's understanding.

Unit 4: Baby Literary Essay

February/March

As we move deeper into the school year, we learn that third graders *can* write simple literary essays, in which they state their idea and support that idea with evidence from the text. In this unit, students will realize that they have significant ideas about their characters and lessons in the stories that they are reading, and that they can write about these ideas to interest and persuade others.

Bend I starts by engaging students in a quick "bootcamp" using a read aloud picture book (TC suggests *Those Shoes* by Maribeth Boelts). As a class you will rehearse and draft a baby literary essay, using ideas about the characters/theme from the picture book. Students will then get the chance to flash draft their own baby literary essay based off of the mentor text.

In Bend II, students will use what they learned in bend one to write their own literary essays on a picture book or short text. Students will work together in clubs or partnerships to come up with ideas and claims about their characters and stories. They will draft essays in this bend making sure to include learned strategies for introductions, conclusions and adding text evidence. In the final bend, students will learn different argument techniques in order to strengthen their claims when conducting a debate. Students will get the opportunity to take side and debate about the characters from their book clubs. Students will also rehearse, draft and revise a few brief essays.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ▪ Literary Essays are the way readers write about the books they read ▪ Read and respond to texts through writing 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ▪ How do writers write an essay that states a strong opinion about a text and supports it with reasons and evidence from the text? ▪ How do writers structure an essay organizing their thinking and using text evidence to support their claim? ▪ How do writers explore ideas about texts and develop a claim about their characters and the theme of the text? ▪ How do writers draft, revise, and edit an essay that clearly supports their idea about a text? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ▪ Writers pay close attention to the characters and life lessons in their stories ▪ Writers gather evidence to support their claims, elaborating on and crafting their arguments.

- How do writers debate to rehearse arguments about characters and life lessons in their stories?

Unit 5: Once Upon a Time: Adapting and Writing Fairy Tales

March/April

In this unit, teachers will once again work with children to help them become better fiction writers. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy Tales are terrific models of the craft moves that third grade writers can use in their own writing. This unit will push students to learn to write well-crafted tales; using a strong storyteller's voice, writing with a story arc, emphasizing the importance of sequential events, along with language that signals event order and various author's craft to bring characters to life. They will use dialogue and description to enhance the storytelling, and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders will recall, practice, and improve upon the narrative writing they started at the beginning of the year. They will also be preparing for narrative writing in the fourth grade.

Bend I focuses on studying a classic fairy tale and using it to create a fairy tale adaptation. Students will move through the writing process to plan, rehearse, draft. Bend II focuses on finding ways to writing fairy tale adaptations with more independence. Students will set goals and work toward those goals with big revision. Bend III works to have students transfer all they know about fairy tale adaptations to write their own original fairy tale. By the end of this unit, students will have created a well-developed original fairy tale that includes the techniques of strong fiction writing.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> • Students will use familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood. 	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • Why do writers adapt classic fairy tales? • How do writers adapt classic fairy tales? • How do writers create well-developed original fairy tales? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Fairy tales are short stories, written as several small scenes that follow a predictable pattern. • Writers adapt classic fairy tales for many reasons. Some may adapt fairy tales to teach modern-day lessons, showcase a difference in character or setting, or to make their audience laugh.

	<ul style="list-style-type: none"> • Writers begin adapting classic fairy tales by knowing the original well and deciding on a meaningful change that will lead to other changes throughout the story. • Writers study the work of others as a way to improve their own craft.
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Test Prep

April

This is a unit where you are encouraged to look over the entire unit and make some decisions based on students' strengths and strivings. If you teach very proficient writers, you might decide to progress more quickly through this unit, or to bypass some portions of it, as the plans have been written with a special eye on the need to scaffold so *all* students can do competent work on the tests' required essays.

Literary essay practice offers the bridge between reading and writing. This writing will be logical, thesis-driven writing. In the past, the writers have been given the opportunity to develop ideas well and assemble revised parts into a draft. Across this unit, it is suggested that from day one that your students draft whole literary essays. It is also suggested that students are given repeated practice writing flash essays (one time period essays) so they internalize the form and voice of the literary essay.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> write an essay in a timed writing session <input type="checkbox"/> develop theories about text, supported by text evidence <input type="checkbox"/> revise literary essays in strategic ways 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How are developed essays generated in one writing session? • How is test-situation essay writing similar to and different from other essay writing? • Why is a strong thesis statement important in essay writing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers express ideas about texts. • Writers develop ideas about texts through repetition and practice. • Test takers plan strategies in advance for how they will react when they encounter trouble.

Unit 6: Writing About Research

May/June

This unit builds on the work of informational writing done earlier in the year. To raise the level of information writing, students will use their knowledge of using mentors to become researchers. Studying mentor texts will help them to structure and develop their information writing. This unit is aligned to work alongside the nonfiction reading unit: Research Clubs: Elephants, Penguins, and Frogs, Oh My! (book 4).

Bend I focuses on transferring previous learning of information books to write research--All About Books. Students will work within a club to collaborate and share ideas. Bend II focuses on developing the structure of writing about research, emphasizing ways to develop and revise a table of contents. Bend III works to advance writing about research, allowing students time to revise their writing using mentor texts, feedback from club members, and checklists. By the end of this unit, students will have had the opportunity to move through the writing process to develop a research topic. To celebrate the work the students have done throughout the course of the unit, they will reflect on the progress made towards their goals, as well as techniques/strategies they learned about information writing.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Raise the level of research-based information writing ● Emphasis the use of structure in writing about research ● Use collaboration, goal setting, and feedback to develop writing ● Advance ideas through the process of revision 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ▪ How can I raise the level of my research-based information writing, in particular, by working on structure and development? ▪ How an I transfer over everything I've learned so far about information writing to this new book? 	<p>Students will understand that..</p> <ul style="list-style-type: none"> ▪ research topics are developed through observation. ▪ researchers organize information with a table of contents. ▪ researcher is developed through collaboration with others. ▪ using a mentor text helps to elaborate information. ▪ rereading, goal setting, and feedback help with large-scale revision.

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| <ul style="list-style-type: none">• How can I lift the level of my information writing, so that my writing includes strong elaboration and a variety of text structures?• How can I use everything I know to help me write informational texts that advance big ideas? | |
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