

Tri-District Language Arts Curriculum

**2011
Writing Grade 3**



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WRITING CURRICULUM GRADE THREE LAUNCHING THE WRITING WORKSHOP

STATE STANDARD

- W.3.3.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.3.D** Provide a concluding statement or section.
- 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.3.10** 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to choose ideas that are focused and sustain audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to choose focused ideas that interest their audience?

MODULE ASSESSMENT

Active in the writing process for at least forty minutes every workshop.
Use the writing process to publish a personal narrative.
Use the Writing Notebook Rubric to reflect on their writing.
Complete a personal narrative for Tri-District Assessment.

LESSON OBJECTIVES

Students will be able to...

- personalize the writing notebook.
- gather ideas for writing from their own lives and experiences.
- craft a story using the writing process.
- gather ideas by recalling a time or place that matters to them and has importance and finding the small moment of significance to draft a story about.

- select a meaningful moment to draft a personal narrative.
- use a pre-writing strategy to draft a personal narrative with a clear beginning, middle, and end.
- zoom in on the heart of the narrative and elaborate the event.
- revise their narratives for descriptive language and dialogue.
- become proficient in using the editor’s checklist .
- use the Writing Notebook Rubric to reflect on their writing.

MODULE SKILLS

Students will be able to...

- use the writing process to craft a personal narrative.

RESOURCES

SUPPLIES:

Composition notebook – Writer’s Notebook (one per child and one teacher notebook for modeling)

LITERATURE (Mentor Texts):

I’m in Charge of Celebrations by Byrd Baylor

The Other way to Listen by Byrd Baylor

Desert Voices by Byrd Baylor and Peter Parnal

Family Pictures by Carmen Lomas Garza

All the Places to Love by Patricia MacLachlan

Knots on a Counting Rope by Bill Martin Jr, and John Archambault

Wilford Gordon McDonald Partridge by Mem Fox

Isla by Arthur Dorros

26 Farimount Avenue & Series about his Life- Tomie dePaola

PROFESSIONAL REFERENCES:

Buckner, Aimee. 2005. *Notebook Know-How, Strategies for the Writer’s Notebook*. Portland, Maine: Stenhouse Publishers.

Hindley, Joanne. 1996. *In the Company of Children*. Portland, Maine: Stenhouse

Calkins, Lucy and Medea McEvoy. 2006. *Units of Study For Teaching Writing, Grades 3-5*

Davis, Judy and Sharon Hill. 2003. *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions*. Portsmouth, NH: Heinemann

WRITING CURRICULUM GRADE THREE RAISING THE QUALITY OF PERSONAL NARRATIVE

STATE STANDARD

- W.3.3.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.
- 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.3.10** 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to choose significant, meaningful ideas that are focused and sustain audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to choose significant, meaningful, focused ideas that interest their audience?

MODULE ASSESSMENT

Students will use the writing process to publish a personal narrative of significance.

Students will use the Writing Notebook Rubric to reflect on their writing.

LESSON OBJECTIVES

Students will be able to...

- use a pre-writing strategy to draft a personal narrative with a clear beginning, middle, and end.
- gather ideas from our life that are meaningful and significant.

- craft a story using the writing process.
- stretch out significant moments to sustain audience interest.
- enrich writing by using internal dialogue and external dialogue.
- use and revise for varied sentence patterns and word choice to convey precise meaning.
- use revision strategies to improve the narrative.
- use the editor's checklist .
- use the Writing Notebook Rubric to reflect on their writing.

MODULE SKILLS

Students will be able to...

- use the writing process to craft a personal narrative.
- use internal thinking to effectively convey state of mind, feeling, emotion.
- develop a unique author's voice.

RESOURCES

SUPPLIES:

Composition notebook – Writer's Notebooks

LITERATURE (Mentor Texts):

Tar Beach by Faith Ringold

My Mamma Had a Dancing Heart by Libba Gray

Fireflies by Julie Brnckloe

Come on, Rain by Karen Hesse

The Hello, Goodbye Window by Norton Juster

Too Many Tamales by Gary Soto

Roller Coaster by Marla Frazee *Raising the Bar

Salt Hands by Jane Chelsea Aragon * Raising the Bar

Mr. George Baker by Amy Hest

Amazing Grace by Mary Hoffman

Christmas Stories by Cynthia Rylant

Saturdays and Tea Cakes by Lester Laminack

Feathers and Fools by Mem Fox

Night in the Country by Cynthia Rylant

Owl Moon by Jane Yolen

Love that Dog by Sharon Creech

Hate that Cat by Sharon Creech

PROFESSIONAL REFERENCES:

Calkins, Lucy and Medea McEvoy. 2006. Units of Study For Teaching Writing, Grades 3-5

WRITING CURRICULUM GRADE THREE WRITING ABOUT READING

STATE STANDARD

- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.1.C** Use temporal words and phrases to signal event order.
- W.3.1.D** Provide a concluding statement or section.
- 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.3.10** 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to develop a thesis that is supported by their reading, while sustaining audience interest.

ESSENTIAL QUESTIONS

How do writers use the writing process to develop a thesis which is supported by evidence from their reading?

MODULE ASSESSMENT

Use the writing process to publish a literary essay.
Use the Writing Notebook Rubric to reflect on their writing.
Perform an on demand written response using the text, Brave As A Mountain Lion.

LESSON OBJECTIVES

Students will be able to...

- identify character driven and narrative driven themes in text.
- provide evidence to support their thesis.

- use linking words and phrases (eg. because, therefore, since, for example) to connect opinion and reasons.
- provide a concluding statement or section.
- use a pre-writing strategy to draft an essay with a clear beginning, middle, and end.
- gather ideas from our life that are meaningful and significant.
- craft an essay using the writing process.
- identify specific evidence (eg. dialogue, facts, events) from the text to support the thesis.
- use and revise for varied sentence patterns and word choice to convey precise meaning.
- use revision strategies to improve the essay.
- use the editor's checklist.
- use the Writing Notebook Rubric to reflect on their writing.

MODULE SKILLS

Students will be able to...

- use the writing process to craft a literary essay which supports the thesis using evidence from the text.
- develop a unique author's voice.

RESOURCES

LITERATURE:

Hundred Dresses by Eleanor Estes

Class Clown by Johanna Hurwitz

Seven Kisses in a Row by Patricia McLaughlan

Thank you Mr. Falker by Patricia Polacco

My Rotten Red Headed Older Brother by Patricia Polacco

An Orange for Frankie by Patricia Polacco

Mr. Lincoln's Way by Patricia Polacco

When Jessie Came Across the Sea by Amy Hest

Come on Rain by Amy Hest

PROFESSIONAL REFERENCES:

Angelillo, Janet. 2003. *Writing About Reading: From Book Talk to Literary Essays, Grades 3-8*. Portsmouth, NH: Heinemann.

*include text and open ended question- *Brave As A Mountain Lion*.

WRITING CURRICULUM GRADE THREE

NONFICTION CONTENT AREA-BECOMING AN EXPERT ON A TOPIC

STATE STANDARD

- W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.B** Develop the topic with facts, definitions, and details.
- W.3.2.C** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- W.3.2.D** Provide a concluding statement or section.
- 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.
- 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.3.10** 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to compose informative/explanatory text to examine a topic and convey ideas and information clearly.

ESSENTIAL QUESTIONS

How do writers use the writing process to compose informative/explanatory text to examine a topic and convey ideas and information clearly?

MODULE ASSESSMENT

Use the writing process to publish an informative piece.
Use the Writing Notebook Rubric to reflect on their writing.

LESSON OBJECTIVES

Students will be able to...

- examine expository text and highlight pertinent information.

- examine expository text and take notes.
- identify key words and phrases.
- categorize information.
- gather information from a variety of sources.
- examine a topic and select appropriate facts to include.
- use linking words and phrases (eg. because, therefore, since, for example, also, another, and, more, but) to connect ideas within categories of information.
- provide a concluding statement or section.
- convert notes into a final written piece with a clear sequence.
- use and revise for varied sentence patterns and word choice to convey precise meaning.
- use revision strategies to improve the piece.
- use the editor's checklist.
- use the Writing Notebook Rubric to reflect on their writing.
- use technology to gather information.
- use technology to share learned information.
- include diagrams, labels, and other non-fiction text features to help the reader understand the topic.

MODULE SKILLS

Students will be able to...

- use the writing process to craft an informational piece.
- locate information from text and other media.
- develop a unique author's voice.

RESOURCES

LITERATURE:

A River Ran Wild by Lynne Cherry

The Kapok Tree by Lynn Cherry

Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd

The Same Day in March by Marilyn Singe

RECOMMENDED AUTHORS:

Seymour Simon, Lynne Cherry, David Adler

PROFESSIONAL REFERENCES:

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey

Is That a Fact by Tony Stead

WRITING CURRICULUM GRADE THREE REALISTIC FICTION

STATE STANDARD

- W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.
- 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.
- 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to craft fiction based on realistic fiction texts and real life events.

ESSENTIAL QUESTIONS

How do writers use the writing process to craft fiction based on realistic fiction texts and real life events?

MODULE ASSESSMENT

Students will use the writing process to publish a realistic fiction story which includes believable characters in a believable world with at least one conflict and resolution.

Students will use the Writing Notebook Rubric to reflect on their writing.

Students will complete an on demand writing prompt (see resources).

LESSON OBJECTIVES

Students will be able to...

- generate story ideas by thinking about everyday problems in books and real life.
- create identities for their characters with internal and external traits.
- develop a plot using a timeline or story mountain which organizes events in a sequence that unfolds naturally. (use of temporal words)
- write a focused piece using the elements of a story. (character, setting, plot, conflict, resolution)
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations – “show-not-tell” and “sensory details”.
- use and revise for varied sentence patterns and word choice to convey precise meaning.
- use revision strategies to improve the narrative.
- use the editor’s checklist.
- use the Writing Notebook Rubric to reflect on their writing.

MODULE SKILLS

Students will be able to...

- use the writing process to write a realistic fiction story.
- create a believable character, world, conflict, and resolution.
- develop a unique author’s voice.

RESOURCES

LITERATURE:

Stone Fox by John Reynolds Gardner

Class Clown by Johanna Hurwitz

Hundred Penny Box by Sharon Bell Mathis

Hundred Dresses by Eleanor Estes

Fireflies by Julie Brinklow

The Keeping Quilt by Patricia Polacco

Storm in the Night by Mary Stolz

Mr. Lincoln’s Way by Patricia Polacco

My Name is Maria Isabel by Alma Flor Ada

PROFESSIONAL REFERENCES:

Calkins, Lucy and Medea McEvoy. 2006. *Units of Study For Teaching Writing, Grades 3-5 (Writing Fiction: Big Dreams, Tall Ambitions)*

WRITING CURRICULUM GRADE THREE

WRITING TO A PROMPT

STATE STANDARD

- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Provide reasons that support the opinion.
- W.3.1.C** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1.D** Provide a concluding statement or section.
- W.3.2.A** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.D** Develop the topic with facts, definitions, and details.
- W.3.2.C** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- W.3.2.D** Provide a concluding statement or section.
- W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.B** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.C** Use temporal words and phrases to signal event order.
- W.3.3.D** Provide a sense of closure.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to respond to prompts within an established time.

ESSENTIAL QUESTIONS

How do writers use the writing process to respond to prompts within an established time?

MODULE ASSESSMENT

Students will use the writing process to complete several on demand writing prompts in a variety of genres (poetry, speculative, expository, or narrative). Students will use the NJASK Rubric to reflect on their writing.

LESSON OBJECTIVES

Students will be able to...

- use the writing process to complete an on demand writing prompt.
- use the NJASK checklist to revise and edit.

- use the NJASK rubric to self-assess their writing.
- pace themselves in order to complete the task in the allotted time.
- recognize the structure and format of the task.
- identify the genre of the given prompt.

MODULE SKILLS

Students will be able to...

- use the writing process to respond to given prompts across genres.

RESOURCES

SUPPLIES:

Grade 3 NJASK test prep packet

Measuring Up

LITERATURE:

Junior Great Books Grade 3

SHORT STORY COLLECTIONS:

Baseball in April- Gary Soto

Every Living Thing- Cynthia Rylant

PROFESSIONAL REFERENCES:

Angelillo, Janet. 2003. Writing to the Prompt: Portsmouth, NH: Heinemann.

WRITING CURRICULUM GRADE THREE

PERSUASIVE LETTER

STATE STANDARD

- W.3.1.A** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1.B** Provide reasons that support the opinion.
- W.3.1.C** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1.D** Provide a concluding statement or section.
- 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.3.10** 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.

BIG IDEAS/COMMON THREADS

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

ENDURING UNDERSTANDINGS

Writers use the writing process to develop an argument and support a point of view in order to persuade the reader.

ESSENTIAL QUESTIONS

How do writers use the writing process to write a persuasive letter?

MODULE ASSESSMENT

Students will use the writing process to publish a persuasive letter.
Students will use the Writing Notebook Rubric to reflect on their writing.

LESSON OBJECTIVES

Students will be able to...

- gather ideas from our lives and personal experiences.
- examine persuasive texts, take notes, and identify key words and phrases.
- differentiate between fact and opinion.
- research and collect data to support their argument.
- introduce the argument and provide reasons that support it.
- use the correct format to write a business letter.

MODULE SKILLS

Students will be able to...

- use the writing process to craft a persuasive letter.
- locate information from text and other media.
- give credit to sources used.
- use linking words and phrases to connect opinion and reasons.
- develop a unique author's stance.

RESOURCES

SUPPLIES:

Composition notebook – Writer's Notebook

MENTOR TEXTS: Collection of Letters to the Editor

Letters from a Nut by Ted L. Nancy

Dear Mrs. LaRue: Letters From Obedience School by Mark Teague

PROFESSIONAL REFERENCES:

Caine, Karen. 2008. *Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise*. Portsmouth, NH: Heinemann.

A Quick Guide to Teaching Persuasive Writing by Sarah Pickard Taylor