

3rd Grade

Unit 1- Expository/Opinion 12 wks

Unit 2- Narrative 12 wks

Unit 3- Application and Integration 8 wks

Notes:

Writing lessons are based on a 45 minute period. You will note the lesson length under the column “# of periods per lesson”.

bolded = standard used for first time in this unit

Weeks 1 and 2 - (Genre/ Elaborative Detail- 8 ½ days) # of days per lesson

- Recognizing Three Types of Writing – p. 12-25 3
 - **RL.3.10, RI.3.10, RF.3.4.A, W.3.2, W.3.3, W.3.4**

Note: Continue comparing these genres, side by side, during any class reading noting the title, cover, and other salient features of the texts.
- Summarizing Frameworks – p. 32-38 3
 - **RL.3.2, RL.3.10, RI.3.2, RI.3.10, W.3.4**
- Narrative Writing Diamond – p. 45-46 1
 - **RF.3.4.A, W.3.3**
- Story Critical Characters, Settings, Objects – p. 80-81 1
 - **RL.3.3, W.3.3.B**
- General or Specific? – p. 84-85 ½
 - **RL.3.3, L.3.3.A, L.3.6**

Weeks 3 and 4- (Elaborative Detail - 9 days)

- A Sense of Autumn – p. 90-93 2
 - **RL.3.3, W.3.3.B, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3A, L.3.3.B, L.3.6**
- Creating Elaborative Segments - Story Critical C/S/O – p. 88-89, 94-193 6
(note activities suggested for 3rd grade)
 - **RL.3.3, W.3.3.B, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6**

Time-saver tip: Provide application opportunities through Science and Social Studies content by having students create an elaborative segment on a critical setting or object related to the current topic of study. For example, write about a particular habitat in Science for practice on a critical setting or an artifact in Social Studies for practice on a critical object.

Note: Learning how to generate elaborative detail improves writing dramatically. This skill should be modeled at any available opportunity in all content areas.

- Flip the Sentence Subject – p. 194-196 1
 - W.3.4, W.3.5, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

Note: This is a revision tool that can help to alleviate sentence redundancy when writing in any genre.

Weeks 5 and 6 (Elaborative Detail/ Beginnings/ Endings - 10 days)

- What Feelings Look Like – p. 200-203 1
 - RL.3.3, W.3.3.B, L.3.3.A, L.3.3.B, L.3.6
- Showing Rather than Telling How Characters Feel – p. 204-205 1
 - RL.3.3, W.3.3.B, L.3.3.A, L.3.3.B, L.3.6
- Starting Off on the Right Foot – p. 50-51 ½
 - **W.3.3.A**, W.3.3.B
- Analyze the Beginning – p. 52-54 ½
 - W.3.3.A, W.3.3.B
- Revising Story Beginnings – p. 58-60, 65-66 2
 - W.3.3.A, W.3.3.B, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

Note: While students will be exposed to all 4 types of beginnings, 3rd Grade will focus on one story beginning technique for modeling and guided practice - a sound. Advanced students should be encouraged to try other techniques when possible.

- Menu for Extended Story Endings & Analyze the Ending - p.307-308, 310-311 2
 - **RL.3.1, W.3.3.E**
- Extending This Ending – p. 314-315, 316, 318-319 3
 - W.3.3.E, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

Weeks 7 and 8- (Suspense/ Main Event - 10 days)

- Word Referents – p. 220-221 2
 - RL.3.1, RL.3.4, (RI.3.1), (RI.3.4), W.3.5, SL.3.1, SL.3.1.C, L.3.3.A, L.3.4.C, L.3.6

Note: This skill should be reinforced in all content areas to maximize vocabulary instruction and inferencing skills. In Math, for example, students need to know that fractions can be referred to as parts, pieces, and portions for real-world application. Students should also recognize words such as chief, authority

figure, and ruler as they study various leaders in Social Studies.

- Find the Suspense – p. 215-218, 224-225 1
 - RL.3.1, RL.3.4, W.3.3.A, W.3.3.B

- Red Flag Words and Phrases – p. 228-229 1
 - W.3.3.A, W.3.3.C

- The Magic of Three – p. 232-233 1
 - RL.3.1, W.3.3.A, W.3.3.B, W.3.3.C

- Building Suspense – p. 219, 236-240, 243-249 3
 - W.3.3.A, W.3.3.B, W.3.3.C, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

- Comparing Summaries to Fully Elaborated Main Events – p. 258-260, 262 2
 - RL.3.3, W.3.3.A, W.3.3.B, W.3.3.C

Weeks 9 and 10- (Suspense/ Main Event- 10 days)

- Main Event – p. 264-297 (note activities suggested for 3rd grade) 10
 - RL.3.3, RL.3.5, W.3.3.A, W.3.3.B, W.3.3.C, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

Weeks 11 and 12- (Process Writing- 9 days)

- Analyzing Prompts for Givens and Variables – p. 342-343/Narrative Writing Rubric and Anchor Set p. 377-380
 - W.3.4

Note: These two lessons allow the opportunity to prepare students for assessment and can be utilized when needed. The following link provides a rubric specific to each skill area for narrative writing.

<http://empoweringwriters.com/wp-content/uploads/2015/09/Narrative-Rubrics-generic-HI-RES.pdf>

- **8-Day Process Writing Project – p. 383-384** 8
 - W.3.3, W.3.3.A, W.3.3.B, W.3.3.C, W.3.3.E, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.1.C, L.3.1, L.3.2, L.3.3.A, L.3.3.B, L.3.6

Note: Students should receive timely feedback before attempting another process piece. Any teacher comments should be made in skill-specific language. Consider highlighting only key skills that will effectively help students to move their writing to the next level. Using the Author's Group Revision Model will maximize instructional time by providing an opportunity to discuss those key skills.

http://empoweringwriters.com/wp-content/uploads/2015/02/Authors_Group_Model.pdf

- Feedback and Revision

1

Total= 56 ½ days or 11 weeks, 1 ½ days

Link to Grade 3 Standards:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng%20Lang%20Arts/2016_ELA/ThirdGradeELA.pdf