

[Grade 3 Scope and Sequence](#)

Grade 3 Writing Scope and Sequence

	Writing Workshop	Word Study	Grammar Skill Work
September - October (30 Instructional Days)	Crafting True Stories (Book 1) Writers will be inducted in a version of the writing process that is quite different than that which they knew during kindergarten, first and second grade. Writers will be assisted in beginning their Writer's Notebook, collecting entries, and selecting and developing seed ideas.	Growing Into Second Grade Phonics In this unit students will grow their phonics knowledge so they know more options for how words could go. Alongside knowledge about words and spellings, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling.	Spelling & Using an Editing Checklist
October- December (30 Instructional Days)	The Art of Information Writing This unit channels students to works towards creating lively, voice-filled, engaging information books about topics of expertise. One rule of thumb is that writers can only make readers engaged in a topic if the writer themselves is engaged in the topic. So, to that end, it is assumed that students will be writing about self-chosen topics with great personal interest. This is the unit to find out what passions, interests, and hobbies your student have.	Big Words Take Big Resolve: Tackling Multisyllabic Words The books that many second-graders read are full of multisyllabic words, and so, more instruction needs to focus on transitioning to longer, more complex words earlier in the year. Working with multisyllabic words can be a cognitive load for readers, but it can also create an emotional load, since many children are intimidated by the sheer length of words once a second or third syllable is involved. Helping children muster the courage to recognize the difficulty and still tackle these words- rather than just mumbling past them- is as important as solving the words themselves.	Punctuation: Capitals and Periods & Paragraphing to support sequence, dialogue, & elaboration
January- February (30 Instructional Days)	Books Persuasive Speeches, Petitions, & Editorials (Book 3) Students will work on crafting claims and collecting specific evidence to support and elaborate these claims and shape them academically in the form of persuasive reviews. Third graders can find multiple topics to write about persuasively, designed to affect a specific audience.	Word Builders: Construction, Demolition, & Word Power Get ready for a unit that is full of challenging content and yet, oh so much fun! Expect your class to get swept away by the excitement of an employment opportunity with BLC Construction and Demolition Company, which specializes in the building and breaking of big words.	Paragraphing Regular & Irregular nouns
February- March (30 Instructional Days)	Baby Literary Essay (Curricular Calendar) /	<ul style="list-style-type: none"> • Unit 4: Word Collectors • This unit is devoted to a careful study of words. Spotlighting 	Dialogue & Quotation Punctuation

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	In this unit, students will realize that they have significant ideas about the characters in the stories they are reading, and the lessons these stories teach, and that they can write these ideas so that others are interested or persuaded. This unit will teach students to take ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay.	vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder.	
April-June	<p><u>Writing About Research (Curricular Calendar)</u></p> <p>This unit is a sequel to <i>The Art of Information Writing</i>, and supports transference. In the unit, the students will be supported in taking everything they learned the <i>The Art of Information Writing</i> and applying it to new projects about different animals they will be studying and writing about.</p> <p><u>*3 Week Mini Test Prep Unit*</u></p>	<p><u>Unit 4: Word Collectors</u></p> <p>This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder.</p> <p>Review areas of need</p> <p>We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</p>	<p><u>Verb Tenses</u></p> <p><u>Subject Verb Agreement</u></p>
Optional Additional Units (Science)	<p><u>Lab Reports and Science Books (Book 2)</u></p> <p>The aim of this unit is to teach students more about information writing and, specifically, about the kinds of information writing that scientists are apt to do. During mini-lessons and small groups students are taught not only about writing but also about force and motion and about the scientific method. This unit illuminates the work of being an information writer.</p>	<p>Review areas of need</p> <p>We will conduct an end of year assessment to assess students' phonics skills. Individual classes will determine which skills they need to reteach students in order to bridge gaps in knowledge and use the phonics units and extensions to reteach the necessary skills identified from the assessment.</p>	<p><u>Fixing fragments and run ons</u></p> <p><u>Comparative and superlative adjectives and adverbs</u></p>

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Writing Workshop		Grade: 3
Unit 2: Crafting True Stories		
Unit Description: Launching with Personal Narrative		
<p>September is the time for establishing a well-managed, productive writing workshop. Writers will be inducted in a version of the writing process that is quite different than that which they knew during kindergarten, first and second grade. Writers will be assisted in beginning their Writer's Notebook, collecting entries, and selecting and developing seed ideas. The real goal of this unit is not only to improve the quality of narrative writing but also to improve the quality of writing and writers. Students will practice how to progress with independence through the writing process while working on early personal narratives. A personal narrative is essentially one complete small moment from one's life. At some point in this unit, you will want to have students complete an on-demand personal narrative that can be used as a baseline of skills and benchmark of growth throughout the school year.</p>		
Big Ideas: Course Objectives / Content Statement(s)		
<ul style="list-style-type: none">• Establishing routines for a well-managed, productive writing workshop• Practicing the utility of a writer's notebook• Establishing a community of writers in the classroom		
NJ Student Learning Standards		
Writing Standards		
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">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.		

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

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)

Reading Standards

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

B. Decode words with common Latin suffixes.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL 3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion..

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Language Standards

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

- B. Form and use regular and irregular plural nouns.
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- I. Produce simple, compound, and complex sentences.

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

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

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- B. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

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*).

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (*where*, *when*, *why*).

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered when discussing animal preservation*).

NJSLS from other subject(s)

Career Ready Practices

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

<p>Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Careers (Description of a career that relates to this unit)</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> How do writers anticipate the trajectory of their work across the whole unit? 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
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Writing about reading Writers' notebooks Teacher-created performance assessment Student reflections Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Pre/Post-On-Demand Assessment <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> <i>Nonsense Words</i> Teachers College Running Records Letter Sound ID High Frequency Word Assessment <p>Alternative Assessments:</p>	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i> <i>Personal agendas</i> <i>Project-based learning</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i> <p>Suggested Lessons for Differentiation with Small Groups: Bend I 3- Drawing on a Repertoire of Strategies: Writing with Independence</p>

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<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>4- Writers Use a Storyteller's Voice—They Tell Stories, Not Summaries</p> <p>5- Taking Stock: Pausing to Ask: “How Am I Doing?”</p> <p>6- Editing as We Go: Making Sure Others Can Read Our Writing</p> <p>Bend II</p> <p>7- Rehearsing: Storytelling and Leads</p> <p>9- Revision by Studying What Other Authors Have Done</p> <p>10- Storytellers Develop the Heart of the Story</p> <p>11- Paragraphing to Support Sequencing, Dialogue, and Elaboration</p> <p>Bend III</p> <p>12- Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence</p> <p>13- Revision Happens Throughout the Writing Process</p> <p>15- Revision: Balancing Kinds of Details</p> <p>Bend IV</p> <p>17- Writers Revise in Big, Important Ways</p> <p>18- Revising Endings: Learning from Published Writing</p>
	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Unit 1: Curriculum for ELL • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students with 504 Plans</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modification

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	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
Core Professional Resources: <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Crafting true Stories Unit of Study Text by Lucy Calkins • 2019-20 Teachers College Calendar, Second Grade Crafting true Stories Unit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Serravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources 	Core Instructional Resources: <ul style="list-style-type: none"> • Any appropriate grade 3 novel as a read-aloud model to set up the routines • <i>Little by Little</i> by J. Little • <i>Journey</i> by P. MacLachlan (Level S) • <i>A Summer Life</i> by G. Soto (Level Z) • <i>When I Was Your Age: Original Stories About Growing Up</i> by A. Ehrlich (Level W) • <i>Owl Moon</i> by J. Yolen (Level O) • <i>Fireflies</i> by J. Brinckloe (Level L) • <i>Hot Day on Abbott Avenue</i> by K. English (Level N) • Teacher-selected books for book talks and modeling good reader behaviors
Supplemental Professional Resources: <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Jobansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	Supplemental Resources: <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Pecan Pie Baby</i> by Jacqueline Woodson (Level M) • <i>Revolutionary War (Cornerstones of Freedom series)</i> by Josh Gregory (Level W) • <i>Fox</i> by Margaret Wild and Ron Brooks (Level M) • <i>Fireflies!</i>, J. Brincklok (Level O) • <i>The Paperboy</i>, D. Pilkey (Level N) • <i>Peter's Chair</i>, E.J. Keats (Level J) • <i>Shortcut</i>, D. Crews (Level J) • <i>Stone Fox</i>, J. R. Gardiner (Level P)
	Intervention Resources: <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions

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	<ul style="list-style-type: none"> Fountas and Pinell Guided Reading Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. In Social Studies discuss routines in the community Understand what it means to “read close” in social studies, science, and foreign language. Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> Create a word study word sort in Inspiration. Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> Listen to books on CDs, tapes, videos or podcasts if available. Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy Social Justice Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Build on the intuitive knowledge students have gained from media about the story and character Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> New Jersey Educational Field Trip Connect With Rick Riordan Author Visit Kit Authors Who Skype 	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women’s History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans’ Month Jewish American Heritage Month

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		<ul style="list-style-type: none">• Week of Respect• Red Ribbon Week• International Dot Day (September 16)
Bend/Goals	Teaching Points	

<p>Bend I: Writing Personal Narratives with Independence <i>(Session 1: Starting the Writing Workshop: Visualizing Possibilities)</i></p> <p><i>(Session 2: Finding Ideas and Writing Up a Storm)</i></p> <p><i>(Session 3: Drawing on a Repertoire of Strategies: Writing with Independence)</i></p> <p><i>(Session 4: Writers Use a Storyteller’s Voice—They Tell Stories, Not Summaries)</i></p>	<ul style="list-style-type: none"> • (pg. 4) Writers make resolutions about what they want to write. They think about the kind of writing they want to make, and set goals for themselves. Then, they work to reach those goals. <ol style="list-style-type: none"> 1. Writers have a clear picture of the kind of thing they want to make. 2. The thing we are making is a writer’s notebook. 3. Study an exemplar writer’s notebook. <ol style="list-style-type: none"> a. Notice what the writer has done and how it is done. <ul style="list-style-type: none"> • (pg.7) <u>Mid-workshop teaching point:</u> <i>Teachers: establish a connection with each student as a writer.</i> • (pg. 14) One strategy writers use to decide what to write about is to think of a <i>person</i> who matters to us and then list small moments involving that person. Then, we sketch the memory and write the story of that one time. <ol style="list-style-type: none"> 1. Strategies help writers begin writing. 2. Writers make a movie in their mind of how the story went. 3. Writers notice where the story begins. • (pg. 19) <u>Mid-workshop teaching point:</u> Writers push themselves to write fast and furiously. They don’t write a sentence, take a break, and then keep writing. They push themselves to write each sentence quickly. • (pg. 25) Writers sometimes think not of a <i>person</i>, but of a <i>place</i> that matters; then, rather than listing, we can map moments that occurred in that place, which we remember really well. Then, just like we did when we thought of a person, we choose just one small moment story from our map and sketch what happened, or just go straight to writing. <ol style="list-style-type: none"> 1. Map moments by drawing and labeling a picture of the place. 2. Jot notes on the map about the stories located there. 3. Mapping is a warm-up for the real work of writing the stories. • (pg. 28) <u>Mid-workshop teaching point:</u> “When you’re done, you’ve just begun.” <ol style="list-style-type: none"> 1. When writers finish one story, they immediately begin another. 2. Think, “How did it start? What happened first?” 3. Remember the saying, “When I’m done, I’ve just begun.” Write another entry! • (pg. 37) To make your storytelling voices stronger, you try to make a mental movie of what happened and tell it in small detail, bit by bit, so that your reader can almost see, hear, and feel everything. <ol style="list-style-type: none"> 1. Think what happened first, then next, and next. 2. Storytell using small actions and small details. 3. A storyteller’s voice shows, not tells <ol style="list-style-type: none"> a. Describes actions that took place b. Uses dialogue c. Describes what was seen, smelled, tasted, or felt
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<p><i>(Session 11: Paragraphing to Support Sequencing, Dialogue, and Elaboration)</i></p>	<ul style="list-style-type: none"> • (pg. 99) <u>Mid-workshop teaching point</u>: Writing is like playing with clay, not like carving marble. Drafts can be cut and changed, and then taped back together. • (pg. 105) Today I want to teach you that while you are editing your drafts, there are a few places where writers typically begin new paragraphs. <ul style="list-style-type: none"> ○ Some of those places are: <ul style="list-style-type: none"> ■ when there is a new subtopic ■ when time has moved forward ■ when a new person is speaking • <i>Teacher's Note: Add another bullet to the "To Write a True Story" chart under "revise"</i> <ul style="list-style-type: none"> ■ <i>Bring out the internal story (I noticed . . . I wondered . . . I thought .)</i>
<p>Bend III: Writing with New Independence on a Second Piece <i>(Session 12: Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence)</i></p> <p><i>(Session 13: Revision Happens throughout the Writing Process)</i></p> <p><i>(Session 14: Drafting: Writing from Inside a Memory)</i></p> <p><i>(Session 15: Revision: Balancing</i></p>	<ul style="list-style-type: none"> • (pg. 114) Some of you have reached the end of your drafts; others still have lots to write. Either way, you don't need to line up alongside me and ask, "What should I do in writing time today?" You are in charge of your writing--writers make their own writing decisions. You may decide to return to your notebook and generate more story ideas, you may decide to rehearse for a new story, or you may continue to make revisions on your current story. Writers think back on everything that they know and then they make a work plan. • (pg. 117) <u>Mid-workshop teaching point</u>: Writers are their own job captains and they make their own decisions. When you think about coming to the teacher for help, take a second and think "Do I really need help, or can I solve this on my own?" • (pg. 122) Writers try to remember the qualities of good writing that we learned during revision become the qualities of good writing that they use at the START of our work on another piece. <ol style="list-style-type: none"> 1. Pause after just a bit of writing to ask, "Does this show everything I know?" 2. Then revise. • (pg. 123) <u>Mid-workshop teaching point</u>: Your notebook is like a writer's workbench - writers keep all their tools on hand. • (pg. 126) Writing involves reenacting their own experiences. "Writers, like readers, get lost in a story. They pick up the pen and step into another time, another place. As they get ready to draft, they can relive that event, reexperience that time." <ol style="list-style-type: none"> 1. Relive your own experiences - act as if you are living that moment again by putting yourself inside that movie in your head. 2. Stay specific - show, not tell. • (pg. 130) <u>Mid-workshop teaching point</u>: Writers remember that they have deadlines to meet, and they keep an eye on their deadlines. They monitor their progress and set goals to finish on time.

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<p><i>Kinds of Details)</i></p> <p><i>(Session 16: Commas and Quotation Marks: Punctuating Dialogue)</i></p>	<ul style="list-style-type: none"> • (pg. 133) Today I am going to teach you that in addition to elaborating by adding dialogue, writers elaborate by adding actions, thoughts, and even setting details. <ol style="list-style-type: none"> 1. Find a place that is important to show your reader what’s happening 2. Add a detail to help them picture the story! (Dialogue, action, thought, or setting) • <i>Teacher’s Note: Add another bullet under ‘Revise’ to the “To Write a True Story” chart</i> <ul style="list-style-type: none"> ○ Check to make sure your details are balanced and that dialogue doesn’t overwhelm. • (pg. 141) When you include people talking in your stories, you need to capture their exact words using quotation marks. However it is more sophisticated than that. You can study what published writers do to punctuate quotations and try to do those exact things. <ol style="list-style-type: none"> 1. Punctuation captures not only the talk, but how it is said. • (pg. 143) <u>Mid-workshop teaching point:</u> Writers can replace summarized conversations with the exact words that people spoke. Instead of writing “My mom told me to get in the car” you can write ‘ “Get in the car” my mom yelled.’
<p>Bend IV: Fixing Up and Fancying Up Our Best Work - Revision and Editing</p> <p><i>(Session 17: Writers Revise in Big, Important Ways)</i></p> <p><i>(Session 18: Revising Endings: Learning from Published Writing)</i></p> <p><i>(Session 19: Using Editing Checklists)</i></p>	<ul style="list-style-type: none"> • (pg. 149) When writers finish a piece of writing, they revise in big, important ways. <ol style="list-style-type: none"> 1. Read your finished work as a stranger would and ask, “Is this clear? Can I take away a part or add a part to make it more clear?” 2. Read it aloud to yourself and check to see if the writing “flows.” • (pg. 153) <u>Mid-workshop teaching point:</u> When writers take out or add words to their work, they always read it out loud to make sure their writing sounds good to the ear. • (pg. 156) Writers work just as hard on endings as they do on beginnings. <ol style="list-style-type: none"> 1. Study mentor texts to learn ways to make endings more powerful. 2. Read the text out loud. 3. Explain your thinking. 4. Reread your own writing and ask, “What is the important message I’ve conveyed?” 5. Endings relate back to important places. • (pg. 159) <u>Mid-workshop teaching point:</u> Checking for Sense <ol style="list-style-type: none"> 1. Read your draft out loud to a person who doesn’t know the story or read to yourself as a stranger to find places where the story does not make sense, fix those places. • (pg. 162) Most writers rely on an editing checklist - either a physical one or a mental one. <ol style="list-style-type: none"> 1. We reread our work as many times as there are items on the checklist. 2. Each item on the list becomes a lens to use when rereading our writing.
<p>Skills (Students will be able to...) including Grammar</p>	
<ul style="list-style-type: none"> • Complete the writing process in the narrative genre. 	

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• Generate ideas.
• Edit their work with a checklist.
• Draw upon personal experiences to write personal narratives.
• Use notebooks to log their ideas.
• Have many ways to develop and revise stories they create.

Writing Workshop	Grade: 3
Unit 3: The Art of Information Writing (Book 2)	
Unit Description: Writing Information Books <p>This unit channels students to works towards creating lively, voice-filled, engaging information books about topics of expertise. One rule of thumb is that writers can only make readers engaged in a topic if the writer themselves is engaged in the topic. So, to that end, it is assumed that students will be writing about self-chosen topics with great personal interest. This is the unit to find out what passions, interests, and hobbies your student have.</p> <p>The NJ Student Learning Standards highlights the importance of information (or explanatory) writing, as many nonfiction text teach information including topics and subtopics that are signaled with headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals. This unit aims to build upon the work that students have completed in the second grade “All-About” unit, asking students to become more sophisticated in this work, demonstrating that they can introduce a topic clearly, separate it into subtopics, and organize their writing in separate pages so that appropriate information is grouped together inside of these subtopics. Students can differentiate their work by utilizing different text structures, authority, and voice. It is important to remember that this type of writing is very much the writing students will encounter in their nonfiction reading (DK Readers, Gail Gibbons and Seymour Simon books, or current events articles in <i>Time for Kids</i>). The point is, you will not be at a loss for mentor texts for students to use.</p>	
Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> • Developing strategies to write effectively about an area in which they have an expertise 	
NJ Student Learning Standards	
Writing Standards <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic and group related information together; include text features (<i>e.g.: illustrations, diagrams, captions</i>) when useful to support comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information. D. Provide a conclusion. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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.</p>	

Grade 3 Scope and Sequence

W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (*e.g., headings*), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (*e.g., another, for example, also, because*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

Reading Standards

RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from text features (*e.g., illustrations, maps, photographs*) and the words in a text to demonstrate understanding of the text (*e.g., where, when, why, and how key events occur*).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (*e.g., comparison, cause/effect, first/second/third in a sequence*) to support specific points the author makes in a text.

RI.3.10 By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

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

H. Use coordinating and subordinating conjunctions.

I. Produce simple, compound, and complex sentences.

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

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (*e.g., sitting, smiled, cries, happiness*).

F. Use spelling patterns and generalizations (*e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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*).

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

NJSLS from other subject(s)

Career Ready Practices

Grade 3 Scope and Sequence

<p>Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p> <p>Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Careers (Description of a career that relates to this unit)</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> How do information writers try on topics and then revise those topics, with an eye toward greater focus? How do writers plan and organize chapters prior to drafting? How do writers draft information books, incorporating all we know about a topic? How do information writers edit information books and then prepare them for publication? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Writers know many things that they can teach others. There are many ways (formats) to share ideas and knowledge with others.
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Writing about reading Writers' notebooks Teacher-created performance assessment Student reflections Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Pre/Post-On-Demand Assessment <p>Benchmark Assessments:</p>	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i> <i>Personal agendas</i> <i>Project-based learning</i>

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<ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment 	<ul style="list-style-type: none"> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<p>Alternative Assessments:</p>	<p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <p>3- New Structures Lead to New Thinking</p> <p>4- Laying the Bricks of Information</p> <p>5- Organization Matters in Texts Large and Small</p> <p>Bend II</p> <p>8- Balancing Facts and Ideas from the Start</p> <p>9- Researching Facts and Ensuring Text Accuracy</p> <p>10- Reusing and Recycling in the Revision Process</p> <p>11- Creating Introductions through Researching Mentor Authors</p> <p>Bend III</p> <p>12- Taking Stock and Setting Goals</p> <p>14- Using Text Features Makes It Easier for Readers to Learn</p> <p>Bend IV</p> <p>17- Plan Content-Area Writing, Drawing on Knowledge from across the Unit</p> <p>19- Crafting Speeches, Articles, or Brochures Using Information Writing Skills</p>
	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Unit 2: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modification Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> 2019-20 Teachers College Calendar The Art of Information Writing Unit of Study Text by Lucy Calkins 2019-20 Teachers College Calendar, Third Grade The Art of Information Writing Unit Florham Park ELA PD Sharing Website The Writing Strategies Book by Jen Serravallo Writing Resources and Scope and Sequences Units of Study Online Resources <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> Leveled Literacy Intervention Kits Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) <i>Primm Book</i> <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> <i>Writing Strategies Book - Jennifer Serravallo</i> <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner Florham Park ELA PD Sharing Website 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> <i>Any appropriate grade 3 novel as a read-aloud model to set up the routines</i> <i>A new view of the solar system , D.A. Aguilar (Level P)</i> <i>Life in a rotten log , K. Atkinson (Level P)</i> <i>Inventions: Pop-up models from the drawings of Leonardo da Vinci Bark, Jaspre; paper engineering , D. Hawcock (Level P)</i> <i>An introduction to insects , B. Bird & J. Short (Level P)</i> <i>Linnea's windowsill garden , C. Bjork & L. Anderson (Level P)</i> <i>Spotlight on spiders , D. Clyne (Level O-P)</i> <i>Whales , L. Dow (Level O-P)</i> <i>Black holes , H. Couper & N. Henbest (Level P)</i> <i>Bodies from the Ice: Melting glaciers and the recovery of the past , J.M. Deem (Level P)</i> <i>Bugwise , P. Hickman (Level P)</i> <i>Frogs and Toads , B. Kalman (Level P)</i> Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> Conferring Curriculum Florham Park ELA PD Sharing Website Conferring Menus <i>The Art of Shadow Puppets</i> by Dona Rice (Level L) <i>Environmental Issues Series</i> by Harriet Brundle (Level L)

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<ul style="list-style-type: none"> • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>Space Series</i> by Nancy Dickmann (Level L) • <i>Series: The History of Holidays</i> by Maximilian Smith (Level J) • <i>Adventure in Culture Series</i> by Charles Murphy (Level K) • <i>Unlocking Ancient Civilizations Series</i> by George Cottrell (Level L) • <i>Money Matters Series</i> by Mari Schub (Level L) • <i>My Day Learning Math</i> by Charly Haley (Level J) • <i>Math Storybooks Series</i> by Kim In-Sook (Level J) • <i>Math Counts</i> by Henry Pluckrose (Level J) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills

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<ul style="list-style-type: none"> Media Literacy Life and Career Skills 	
Career Education	Global Perspective
<ul style="list-style-type: none"> New Jersey Educational Field Trip Connect With Rick Riordan Author Visit Kit Authors Who Skype 	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)
Bend/Goals	Teaching Points
<p>Bend I: Organizing Information <i>(Session 1: Teaching Others as a Way to Prime the Pump)</i></p> <p><i>(Session 2: The Power of Organizing and Reorganizing)</i></p>	<ul style="list-style-type: none"> (pg. 4) Today I want to teach you that information writers are teachers. When you write an information book, you are teaching a unit of study on your topic, and it helps to rehearse by <i>actually</i> teaching real students, watching to see which information especially matters to them. Teacher's Note: students will be spread out over the room teaching others about their topic. Before releasing students, demonstrate teaching a topic using your fingers as graphic organizers. (pg. 8) <u>Mid-workshop teaching point:</u> Using your teaching as a rough draft and a source for insight about this genre <ol style="list-style-type: none"> Teaching a topic can be a way to draft and revise. Listen to yourself teach and think if that is the best way to go. Think if the topic and the way of teaching will work as an information book. Good listeners provide feedback to the teacher about what they learned. <p><i>Chart: Teaching Moves that Information Writers Should Borrow</i></p> <ol style="list-style-type: none"> Explain what your whole book will be about. Tell a bit about the big things you'll teach (like a table of contents) Try to say a least a few sentences about each part of your topic. Talk like an expert. Use fancy words and explain what they mean. Use your hands and your body or make quick sketches to show what things look like. (pg 14) Today I want to teach you that information writers often make plans for how to organize their information writing. Writers make one plan, then they think about a different possible plan, and they keep doing this over and over. Each plan includes a different way to divide a topic into parts.

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<p>(Session 5: Organization Matters in Texts Large and Small)</p>	<ol style="list-style-type: none"> 1. Select the information you want to include 2. Decide how should I present this information? <p>Information writers include</p> <ol style="list-style-type: none"> a. Quotations b. Statistics c. Anecdotes d. Observations e. Descriptions f. Vocabulary words g. Lists labels <ul style="list-style-type: none"> • (pg. 38) Today I want to teach you that everything you’ve learned about organizing a table of contents applies also to the work of organizing any chapter to any information text you write. Whenever you write an information text, start by making a miniature table of contents – even if it is just in your mind. <ol style="list-style-type: none"> 1. Review a table of contents 2. Decide what order you want to write your chapter in 3. Make sure not to repeat information! <p><i>Chart: Strong Information Writing</i></p> <ul style="list-style-type: none"> • <i>Has a logical structure (least important to most important, first to last, parts, types, reasons.)</i> • <i>Contains chapters of almost equal weight and importance.</i> • <i>Covers the whole topic (or angle of the topic)</i> • <i>Doesn’t repeat information included in other chapters.</i>
<p>Bend II: Reaching To Write Well (Session 6: Studying Mentor Texts in a Search for Elaboration Strategies)</p>	<ul style="list-style-type: none"> • (pg. 48) Today I want to teach you that when informational writers revise, they often consider ways they can add more, or elaborate. Information writers can learn to elaborate by studying mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. <ol style="list-style-type: none"> 1. Information writers need to elaborate. They do this by: <ol style="list-style-type: none"> a. Rereading their writing and looking for where they can make it better! b. Using facts and imagery to help readers picture their topic c. Using a micro-story that teaches readers about their topic d. Elaboration means to say more, to give more information that hasn’t been said before. <ul style="list-style-type: none"> • (pg. 53) <u>Mid-workshop teaching point:</u> Using Transition Words <ol style="list-style-type: none"> 1. We glue our work together with special words - <i>transition</i> words or <i>connecting</i> words. <ol style="list-style-type: none"> a. Examples: <i>also, because, another reason, for example</i> 2. Transition words connect parts of writing together. 3. Study mentor texts to see how writers use transition words in ways that glue a text together.

<p><i>(Session 7: Making Connections within and across Chapters)</i></p>	<ul style="list-style-type: none"> • (pg. 56) Today I want to teach you that writing chapters is like making paper chains. Writers know that each chapter needs to connect to the chapter before it. Actually, each paragraph connects to the one before it as well. There are two secrets to this. First, the order needs to make sense. And second, the author uses transitional words like <i>because</i> and <i>also</i> to glue parts of the text together. <ol style="list-style-type: none"> 1. Gather lots of information about the topic. 2. Plan the structure of the writing. 3. Use transition words. 4. Use words and phrases mentioned in earlier paragraphs. • (pg. 60) Mid-workshop teaching point: Using Research Resources to Help Fine-Tune Spelling <ol style="list-style-type: none"> 1. Spell high-frequency words (word wall words) correctly - <i>then, because, when, which, also, in addition</i> 2. Writers also have a list of words that appear often in their writing - it's important to spell these words correctly too. <ol style="list-style-type: none"> a. Take quick looks at books to check the spelling of personal high-frequency words. b. Make a list of the correct spellings.
<p><i>(Session 8: Balancing Facts and Ideas from the Start)</i></p>	<ul style="list-style-type: none"> • (pg. 65) Today I want to teach you that when you write information books, you try to <i>interest</i> your reader. Readers love fascinating facts, <i>and</i> they love ideas, too. Writers make sure their writing contains both facts and ideas. <p><i>Chart (pg. 67) Informational Writers Bring Their Writing to Life</i></p> <ol style="list-style-type: none"> 1. <i>Add a vignette to illustrate a bit of information or an idea</i> 2. <i>After mentioning a fact, say a bit more about that fact.</i> 3. <i>Describe something in detail.</i> 4. <i>Compare something that might be unfamiliar to readers with something that's likely to be familiar.</i>
<p><i>(Session 9: Researching Facts and Ensuring Text Accuracy)</i></p>	<ul style="list-style-type: none"> • (pg. 73) Today I want to teach you that writers don't just write, write, write all the stuff from their brains. Real writers are researchers. Writers often leave the page in search of the perfect fact or the perfect example. <ol style="list-style-type: none"> 1. Experts research their topic way more than other people do. 2. Experts research using books, computer searches, and interviews. 3. Read for new and interesting facts keeping the table of contents in mind. 4. Jot down the reference book's title, place, and year of publication to be used in a list of sources. • (pg. 76) Mid-workshop teaching point: Embedding Topic-Specific Vocabulary <ol style="list-style-type: none"> 1. Use expert language to describe things. 2. Adding expert (scientific) language makes writing more informative. 3. Study mentor texts to emulate (try out) the use of expert terminology. (Share pg. 78)
<p><i>(Session 10: Reusing and Recycling in the Revision Process)</i></p>	<ul style="list-style-type: none"> • (pg. 79) Today I want to teach you that to revise you need to have the courage to try a chapter over again, or to write the first or last half again.

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<p><i>(Session 11: Creating Introductions through Researching Mentor Authors)</i></p>	<ol style="list-style-type: none"> 1. Writers tackle large-scale revisions by first rereading, and thinking “Is this the best I could possibly do?” 2. Writers revise by keeping in mind the checklist for strong informational writing for their grade level and the grade level above. Reading through each section and then looking in their writing for where they’ve done that! And repeating section by section. 3. Use class charts to help with revision. Rereading the room and looking for where they tried things to help make their writing better! 4. Ask, “How can I say that in other words to help people understand?” <ul style="list-style-type: none"> • (pg. 84) Inquiry: Today, specifically, let’s ask, “What do our mentor authors do when writing powerful introductions for information writing?” Once we figure out the answer to that question, we can ask, “How can we apply those strategies to our own introductions?” <i>Create Chart with students (pg. 86) What Do Our Mentor Authors Do When Writing Powerful Introductions?</i> <ul style="list-style-type: none"> • <i>Start with a quote or bit of excitement</i> • <i>Go over the big topics that will come up in the book.</i> • <i>Talk about the whole thing and its parts, not just the first part.</i> • <i>Ask questions to get readers curious.</i> • <i>Ask a question the reader will be able to think about and have answered.</i> • <i>Start with a short Small Moment story that paints a picture of the topic.</i> • <i>Include right away that people have different perspectives. “Some people have . . .Other people think . . .”</i> • <i>Introduce important vocabulary for the topic.</i> • <i>Start with a description of a tiny detail (like a seed) and then connect it to something bigger about the topic (there are millions of plants)</i> • <i>Start with a description of something huge (like the Earth) and then connect it to just the focus of the book (zebras, walruses, crabs)</i> • (pg. 87) Mid-workshop teaching point: Writing Conclusions <ol style="list-style-type: none"> 1. Study mentor texts to help write conclusions that leave readers understanding what they just read.
<p>Bend III: Moving Toward Publication, Moving Towards Readers <i>(Session 12: Taking Stock and Setting Goals)</i></p>	<ul style="list-style-type: none"> • (pg. 91) Today I want to teach you that information writers stop, before they are completely done with their pieces, to take stock. They reread what they’ve done so far and think about any guidelines, checklists, or mentor texts, asking, “What’s working already?” and “What do I still want to do to make this as strong as possible?” <ol style="list-style-type: none"> 1. Use the Information Writing Checklist to take stock of your writing and set goals for revisions <ol style="list-style-type: none"> i. Pick 1 strand of the checklist ii. Read through your entire draft and look for where you can add more of that goal

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<p>(Session 16: Punctuating with Paragraphs)</p>	<p>shaky and then quickly look to another source (or two) to confirm that these facts are true. If they are not, the writer revises those facts.</p> <ol style="list-style-type: none"> 1. Use a student-safe search engine to check facts, but don't be tempted to add information or get lost on a trail of learning more about the topic. 2. You might have to search through more than one print source before finding the fact you want. 3. Double check most of the facts in your writing. <ul style="list-style-type: none"> • (pg. 113) <u>Mid-workshop teaching point:</u> Text features need to be factual too. Remember to fact-check text features! • <i>Teacher note: create a chart that students can refer to for remembering steps to take while fact-checking.</i> <ul style="list-style-type: none"> • (pg. 117) Today I want to teach you that informational writers edit with a laser focus on one of the most important organizing structures: the paragraph. Writers look at the paragraph as the most powerful punctuation there is. Paragraphs separate not just words into sentences, but also whole groups of sentences into topics. <ol style="list-style-type: none"> 1. People paragraph more by feel and by look, than by rules. 2. Starting a new paragraph signals the reader that there is a new chunk of thought. 3. Paragraphs make writing more readable. 4. When we edit, we need to see the changes - one way to do that is to use a different-color pen to make changes. • (pg. 120) <u>Mid-workshop teaching point:</u> Making Pronoun-Antecedent Connections <ol style="list-style-type: none"> 1. We need to introduce the person or thing a pronoun (<i>he, she, it, they, what, who</i>) is referencing before using the pronoun.
<p>Bend IV: Transferring Learning from Long Projects to Short Ones (Session 17: Plan Content-Area Writing, Drawing on Knowledge from across the Unit)</p> <p>(Session 18: Revising from Self-Assessments)</p>	<ul style="list-style-type: none"> • (pg. 129) Today I want to teach you that when writers move on to other subject areas, writers don't just leave their writing skills at the door. Writers carry those skills with them when they become scientists, anthropologists, and mathematicians. Specifically, writers make sure that they use what they know about planning well-organized information texts, whether they are writing a book in writing workshop or writing an article or paper or feature article in the social studies classroom. <ol style="list-style-type: none"> 1. Think about ways to structure a text: (<i>Teacher: reference the chart on structures from session 5</i>) 2. Try on a few different text structures - select the one that seems like a good idea, then write. • (pg. 135) Today I want to teach you that nonfiction writers assess their own writing to see what works and what doesn't work. One way they do this is by thinking, "Did I do what I set out to do?" They reread to see whether the draft matches the plan for it – and if it doesn't, they decide whether the plan it does follow works or whether the piece needs to be rewritten. <ol style="list-style-type: none"> 1. Reread as someone who has never seen the writing piece before. 2. See if the writing follows the plan. 3. Ask questions of yourself to see if revision is complete. <p>(pg. 140) <i>Chart: Questions Writers Ask Themselves as They Get Close to the End of a Project</i></p>

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- Edit information books and then prepare them for publication.

Writing Workshop	Grade: 3
<p>Unit 4: Changing the World <i>Persuasive Speeches, Petitions, and Editorials (Book 3)</i></p> <p>Unit Description:</p> <p>Students will work on crafting claims and collecting specific evidence to support and elaborate these claims and shape them academically in the form of persuasive reviews. Third graders can find multiple topics to write about persuasively, designed to affect a specific audience. The NJ Student Learning spotlights the importance of what they refer to as opinion writing. It calls for students to be able not only to state an opinion and give reasons to support it, but also to create an organizational structure for those reasons, using linking words and phrases to help readers access that structure.</p> <p>Third graders are more than ready to give their opinion about books they read, foods they eat, movies they watch, and video games they play. This unit capitalizes on that knowledge and passion in writing reviews, speeches, and letters promoting student ideas and opinions. Please refer to the Teachers College Writing Curriculum Calendar for ways to get started with this unit and for other tips as well.</p> <p>Big Ideas: Course Objectives / Content Statement(s)</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 review 	
<p>NJ Student Learning Standards</p> <p>Writing Standards</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	

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	<p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. d. Provide a conclusion related to the opinion presented</p>
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>
W.4.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
W.4.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
W.4.7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>
Reading Standards	
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
RI.3.8	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>
RI.3.10	<p>By the end of the year, read and comprehend literary nonfiction at grade level text-complexity.</p>
Speaking and Listening Standards	
SL.3.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
SL.3.2	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
SL.3.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
SL.3.4	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
SL.4.4	<p>Report on a topic or text, tell a story, or recount an experience <i>in an organized manner</i>, using appropriate facts and relevant, descriptive details <i>to support main ideas or themes</i>; speak clearly at an understandable pace.</p>
Language Standards	
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>I. Produce simple, compound, and complex sentences.</p>
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>E. 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>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p>
L.3.6	<p>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., <i>After dinner that night we went looking for them</i>).</p>
L.4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p>
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p>

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<p>NJSLS from other subject(s)</p> <p>Career Ready Practices Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p> <p>Standard 8 Computer Science 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Careers (Description of a career that relates to this unit)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> What is a persuasive review? How do we make reviews more persuasive? How do writers revise and edit for precision and clarity? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> We can write about our opinions on a topic (ex. movie, book, video game, restaurant, vacation spot) in a persuasive review. We can add more details and specific language and use mentor texts. We take away parts that don't support our claim and choose strategies to make our writing more persuasive.
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Writing about reading Writers' notebooks Teacher-created performance assessment Student reflections Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Pre/Post-On-Demand Assessment 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i>

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<p>Benchmark Assessments:</p>	
<ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment 	<ul style="list-style-type: none"> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Alternative Assessments:</p>	<p>Suggested Lessons for Differentiation with Small Groups:</p>
<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>Bend I</p> <p>3- Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence</p> <p>4- Considering Audience to Say More</p> <p>5- Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts</p> <p>Bend II</p> <p>9- For Example: Proving by Showing</p> <p>10- By Considering Audience, Writers Select and Discard Material</p> <p>11- Paragraphing to Organize Our Drafts</p> <p>12- Choosing Words that Sound Right and Evoke Emotion</p> <p>Bend III</p> <p>15- Becoming Your Own Job Captain</p> <p>16- Gathering a Variety of Evidence: Interviews and Surveys</p> <p>17- Revising Your Introductions and Conclusions to Get Your Audience to Care</p> <p>Bend IV</p> <p>19- Tackling a Cause</p> <p>20- Becoming Informed about a Cause</p> <p>21- Yesterday's Revisions Become Today's Drafting Strategies</p>
	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Unit 3: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

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	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Changing the world Unit of Study Text by Lucy Calkins • 2019-20 Teachers College Calendar, Third Grade Changing the world Unit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Serravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book - Jennifer Serravallo</i> • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Any appropriate grade 3 novel as a read-aloud model to set up the routines</i> • <i>Encyclopedia Brown Cracks the Case</i> by Donald J. Sobol (Level Q) • <i>The Stories Julian Tells</i> by Ann Cameron (Level N) • <i>A Letter to Amy</i> (Level K) • <i>and Peter's Chair</i> by Ezra Jack Keats (Level K) • <i>William's Doll</i> by Charlotte Zolotow (Level N) • <i>Brave Irene</i> by William Steig (Level S) • <i>Chrysanthemum</i> by Kevin Henkes (Level M) • <i>Those Shoes</i> by Maribeth Boelts (Level L) • <i>William Unlimited</i> by Kathleen Krull (Level M) • <i>Jamaica's Find</i> by Juanita Havill (Level K) • Eve Bunting picture books (Level M-P) • Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus

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<ul style="list-style-type: none"> • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>Frog and Friends Celebrate</i> by Eve Bunting (Level J) • <i>The Wedding Surprise</i> by Eve Bunting (Level M) • <i>Train to Somewhere</i> by Eve Bunting (Level Q) • <i>Flower Garden</i> by Eve Bunting (Level J) • <i>Night of the Gargoyle</i> (Level Q) • <i>Cheyenne Again</i> by Eve Bunting (Level P) • <i>How Many Days to America</i> by Eve Bunting (Level P) • <i>Going Home</i> by Eve Bunting (Level K) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills

Grade 3 Scope and Sequence

<ul style="list-style-type: none"> Media Literacy Life and Career Skills 	
Career Education	Global Perspective
<ul style="list-style-type: none"> New Jersey Educational Field Trip Connect With Rick Riordan Author Visit Kit Authors Who Skype 	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)
Bend/Goals	Teaching Points
<p>Bend I: Launching Work on Persuasive Speeches (Session 1: Practicing Persuasion)</p>	<ul style="list-style-type: none"> (pg. 4) Speechwriting is a kind of opinion writing. The writer, or speaker, puts forth an opinion—a thesis statement—then gives reasons, details, and examples that support that opinion. The writer, or speaker, has to choose reasons that will convince his or her audience. (Teacher Note: teach through guided practice. Take children through multiple cycles: planning with a partner, then to write-in-the-air while you coach. Elicit their work, coaching into it, before repeating the cycle.) <ol style="list-style-type: none"> Teacher: give children a prepared thesis statement written on a chart inside a box. It is important to name a few reasons to support this statement, remembering which reasons would be especially convincing to your audience. Say to yourself, “We need (want) . . .because . . .” filling in a convincing reason. (Teacher: repeat the claim and add a reason suggested by a child to chart) With your partner, try writing the first part of an essay starting with what we just planned by writing-in-the-air, dictating how a speech might go if you were to write it. One partner begins by dictating, “We need (want) . . .because . . .,” then try to say a bunch of things about that first reason. (Teacher Note: if children have difficulty beginning, give them this prompt, “One example of this is . . .”) Teacher: Then challenge the students to write the rest of the persuasive “speech” on loose leaf paper in under 10 minutes, coming up with 2 other reasons to support the thesis.
<p>(Session 2: Gathering Brave, Bold Opinions for Persuasive Writing)</p>	<ul style="list-style-type: none"> (pg. 12) One way writers of persuasive speeches come up with their ideas is by seeing problems and imagining solutions. (Teacher: As you state the teaching point, unveil an anchor chart listing this strategy; you will build on this chart throughout the unit.)

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<p>(Session 13: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication)</p>	<ul style="list-style-type: none"> • (pg. 105) Today we will ask the question, “What makes for a powerful and persuasive speech?” (<i>*For this lesson, it is suggested that a speech about protecting the environment by Severn Suzuki be used from minutes 2:00-3:30</i>) <ol style="list-style-type: none"> 1. Think about today’s inquiry question as you watch this video clip about Severn Suzuki who visited the United Nations and delivered a speech to convince high-level government officials from different countries to take action on protecting the environment. Think to yourself, “What makes for a powerful and persuasive speech?” 2. (<i>Teacher: play clip once</i>) Think about what parts of this speech made you feel a strong emotion or make you want to take action, or where you started to nod your head and agree with the speaker. 3. While you watch the clip for the second time, when you find yourself feeling that strong emotion, or wanting to take action, or agreeing with the speaker, ask yourself, “What did the writer do to make that part powerful and persuasive?” 4. (<i>Teacher: after playing clip a second time</i>) Partners, talk about what makes a speech powerful and persuasive. 5. Chart (pg. 107) <i>Ways We Can Make our Speeches More Powerful</i> <ul style="list-style-type: none"> • Address audience directly (say “you”) • Repeat key phrases (“I’m only a child but . . .”) • Include a personal story that exactly matches what you are talking about (“A time that shows this is . . .” or “When . . .”) • Use specific nouns and verbs (Don’t just say ‘animals,’ say ‘the salmon’) • Say the exact thesis brave and bold (“I want you to know . . .”) <p>(<i>Teacher Note: At this point in the unit, students complete a “mini-publication” where they proofread their work using an editing checklist, and practice reading it with a partner using strong speech voices. Then, it is suggested that as a mini-celebration, students record themselves reading their speech or that they deliver their speeches to small groups or to the audience that the speech was intended for.</i>)</p> • (pg. 113 bottom) If you want others to read your work and take you seriously, proofreading well is essential. Taking your time helps you catch all of your errors, but receiving help from a careful partner is equally important. <ol style="list-style-type: none"> 1. Writers use an editing checklist to read and then reread a text a few sentences at a time locating and correcting errors. (<i>Teacher: distribute a sample text containing a few common errors then demonstrate how you use the editing checklist.</i>) 2. Chart: Sample Editing Checklist (pg. 114) <ul style="list-style-type: none"> <input type="checkbox"/> I have ending punctuation for every sentence. <input type="checkbox"/> I have capitalized the first word in every sentence, proper nouns, and important words in titles. <input type="checkbox"/> I have made paragraphs to organize my writing. <input type="checkbox"/> I have checked for, and corrected spelling errors. <input type="checkbox"/> I have used quotation marks and commas to show when someone is speaking.
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<p>Bend III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters</p> <p>(Session 14: Inquiry into Petitions)</p> <p>(Session 15: Becoming Your Own Job Captain)</p> <p>(Session 16: Gathering a Variety of Evidence: Interviews and Surveys)</p>	<ul style="list-style-type: none"> • (pg. 122) The question you'll be exploring is, "What moves have you learned as speechwriters that you see other writers using in other kinds of opinion writing?" (-Give students the opportunity to read a petition or persuasive letter, and find the similarities between opinion speech writing, and other opinion writing.) <ol style="list-style-type: none"> 1. I'm going to read a petition. A petition is a type of opinion writing used when people are for or against a cause and they want others to sign that they are for or against that cause too. The writer leaves a spot for lots of people to sign, then the petition is sent to someone who has the power to make decisions. 2. Listen to the petition against the LEGO company I will read you and think about our inquiry question, "What moves have you learned as persuasive speechwriters that you see the writer of this piece using?" 3. Turn and tell your partner what you notice. 4. Writers, let's chart the moves you noticed this writer making. (<i>Teacher: begin chart titled "Techniques All Opinion Writers Use"</i>) 5. <i>Chart: Techniques All Opinion Writers Use (pg 124)</i> <ul style="list-style-type: none"> ● Give a big, bold opinion ● List reasons ● Address audience ● Give evidence to support reasons <ul style="list-style-type: none"> ○ Quotes, examples ● Use transition words • (pg. 129) Writers keep themselves on track when they are working to meet a deadline. One way they do this is by making a work plan for that writing. <ol style="list-style-type: none"> 1. Writers, we will be writing an editorial—an opinion piece like the letters and petitions you wrote yesterday—but written to reach a wider audience. Like petitions and letters, editorials can be about any opinion you have and any change you want to see happen. 2. Writers, notice how we've asked, "What should we do first? Next? Next?" Let's keep going. 3. <i>Chart: Work Plan for Opinion Writing (pg. 130)</i> <ul style="list-style-type: none"> ■ Make a plan for how the piece will go. ■ Research topic to get evidence. ■ Put evidence in sections. ■ Order the sections. ■ Rehearse with partner. ■ Write it! (using transition words - "for instance", "therefore", "because", "since" and "as a result"- to link parts). • (pg. 137) Writers use surveys and interviews to collect evidence to use in persuasive pieces.
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Grade 3 Scope and Sequence

	<ol style="list-style-type: none"> Writers, please lay out your personal goal sheet, your copy of the Opinion Writing Checklist, and your draft in a row. Reread your draft and give yourself a check for each of the qualities of good opinion writing on the checklist, finding evidence for every check you make. Then we will compare your checklist today with the checklist you filled out last time. Take a minute to jot down some of your new goals on your personal goal sheet, putting stars around really important goals.
<p>Bend IV: Cause Groups (Session 19: Tackling a Cause)</p> <p>(Session 20: Becoming Informed about a Cause)</p> <p>(Session 21: Yesterday's Revisions Become Today's Drafting Strategies)</p>	<ul style="list-style-type: none"> (pg. 160) when you are writing to make a real-world difference, you ask, "Who can help me solve this problem?" and "Who might be causing this problem?" until you have thought of different audiences and ways you can reach them. (Teacher Note: think of involving specials teachers for cause groups.) <ol style="list-style-type: none"> So, writers, think with me. If we want our cause to be successful, and we want to approach the problem from different angles, let's think about who we can get to help us solve the problem. Remember, keep trying to think of different audiences and ways to reach those audiences. Jot down your ideas for reaching different audiences and stick them to this chart. (pg. 165) To be convincing, you need to be as informed as you can be. One way to become more informed is to do some background reading and see how that reading changes what you already know and think. <ol style="list-style-type: none"> So let's try this. Let's do some background reading about our class editorial topic and think how that reading changes what we already know and think. (Teacher reads some of an appropriate article.) We can write to make sense of what we are learning. We will read a chunk of text from an article, then stop and think, "What have we learned?" We'll also think, "Are there any names or numbers we need to hold onto?" Then we will do some jotting in our own words. (Teacher jots on chart paper; students jot in notebooks.) Writers, eyes up here. Did I get the important ideas? Is there anything you'd add? (Teacher: Add student responses, citing sources.) Watch how I cite the source - notice the punctuation - so you can do this as well. (see page 166) (pg. 173) Writers continue to use the revision strategies that they know while they are drafting, as well as when they have completed a draft. <ol style="list-style-type: none"> Use what you know about revision to make a better draft right from the start and begin by trying to hook the reader using one of the strategies we know. Also use the Opinion Writing Checklist and your goal sheets to make your piece that strong from the beginning. You begin by reading over the checklist and keeping in mind all of the things you want to do as you write. Quickly jot a bit of the start of your piece and share that start with a partner. Chart: Ways to Revise (pg. 173) <ul style="list-style-type: none"> Revise to bring out emotion.

Writing Workshop	Grade: 3
Unit 5: Baby Literary Essay (Curricular Calendar) / Test Prep	
Unit Description:	
<p>The “Baby Literary Essay,” meaning that the essay is a <i>‘baby’</i> form, or <i>first steps</i>, in a genre that kids will have to write well in high school. Third graders can write essays about the stories they are reading, and these don’t have to be essays with parallel reasons, or sophisticated quoting from the text, or insightful intellectual analysis. In this unit, students will realize that they have significant ideas about the characters in the stories they are reading, and the lessons these stories teach, and that they can write these ideas so that others are interested or persuaded. This unit will teach them to take ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay.</p>	

NJ Student Learning Standards	
<p><u>Writing Standards:</u></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. D. Provide a conclusion. <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>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 as well as to interact and collaborate with others.</p> <p>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.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Reading Standards:</u></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multisyllable words. D. Read grade-appropriate irregularly spelled words. <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary <p><u>Speaking & Listening Standards:</u></p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion. <p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Language Standards:</u></p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. 	

Grade 3 Scope and Sequence

<p>C. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. 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>).</p> <p>F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>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., <i>After dinner that night we went looking for them</i>).</p> <p>NJSLS from other subject(s)</p> <p>Career Ready Practices</p> <p>Act as a responsible and contributing community member and employee.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p> <p>Standard 8 Computer Science</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Careers (Description of a career that relates to this unit)</p>	
Essential Questions	Enduring Understandings

Grade 3 Scope and Sequence

<ul style="list-style-type: none"> How can I write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text? How can I learn to structure an essay by organizing my thinking, and by using evidence from the story to support my opinion or thesis? How can I raise the level of my essay writing by being even more organized and specific, and how can I begin to develop my own opinion or thesis by thinking, talking, and writing about a story? How can I use everything I've learned about supporting an opinion with details from a story, to supporting an opinion or idea with evidence from any text, such as a nonfiction text? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Literary essayists pay close attention to texts. Essayists gather evidence to support their claims, elaboration one and crafting their arguments. Essayist develop an opinion or thesis by thinking, talking, and writing about a story. Literary essayist support an opinion or thesis with evidence.
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Writing about reading Writers' notebooks Teacher-created performance assessment Student reflections Conferences and small group 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i> <i>Personal agendas</i> <i>Project-based learning</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i> <p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <p>3- Writers Draft More Than One Idea, Raising the Level of Their Work With Specific Text Evidence</p> <p>4- Transitional Phrases Help Writers Frame Their Evidence</p> <p>5- Getting Ready to Publish by Self-Assessing</p> <p>Bend II</p> <p>9- Essayists Use Their Notebooks to Try Out Ideas For New Essays</p> <p>10- Writers Use All They Know to Flash Draft At a Higher Level</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> <i>Learning Progressions (Grades 2-8)</i> Pre/Post-On-Demand Assessment 	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> <i>Nonsense Words</i> Teachers College Running Records Letter Sound ID High Frequency Word Assessment 	
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> F & P Running Records Scholastic Running Records BeBop Books for running records G & T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies Reasoning 	

Grade 3 Scope and Sequence

<ul style="list-style-type: none"> • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>11- Writers Study Introductions (and Paragraphs) 12- Writers Revise by Pulling Evidence From Across the Text 13- Writers Provide Closure With a Conclusion (Also in a Paragraph) Bend III 15- Writers Take Up Debate Positions to Argue With Passion 16- Clubs Collaborate to Come Up With Debate Positions! 18- Debaters Frame Their Debates With Simple Introductions and Conclusions</p>
	<p>English Language Learners:</p> <ul style="list-style-type: none"> • Unit 3: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Grade 3 Scope and Sequence

Core Professional Resources:	Core Instructional Resources:
<ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Baby Literary Essay Unit of Study Text by Lucy Calkins • 2019-20 Teachers College Calendar, Third Grade Baby Literary Essay • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Serravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources 	<ul style="list-style-type: none"> • Any appropriate grade 4 novel as a read-aloud model to set up the routines • <i>A Bike Like Sergio's</i> (Level M) • <i>Mango, Abuela, and Me</i> (Level M) • <i>Encyclopedia Brown Cracks the Case</i> by Donald J. Sobol (Level Q) • <i>Each Kindness</i> by Jacqueline Woodson (Bend I, Bend III) (Level N) • <i>Indian Shoes</i> by Cynthia Leitich Smith (first short story) (Bend II, Bend III) (Level O) • <i>Dante's Lunch</i> video – http://video.disney.com/watch/dante-s-lunch-a-short-tail-54be205cc4254f06bb392f0d • <i>Because of Winn-Dixie</i> by Kate DiCamillo (Bend III) (Level R) • <i>Come On, Rain!</i> by Karen Hesse (Bend III) (Level P) • <i>Make Way For Dymonde Daniel</i> by Nikki Grimes (Bend III) (Level K) • <i>Those Shoes</i> by Maribeth Boelts (Level L) • <i>Peter's Chair</i> by Ezra Jack Keats (Level J) • <i>Harry Houdini: Chained to Magic</i> (Level P) • <i>Kid Migrants: Seeking a New Home</i> (Level P) • <i>Pit Bulls: Loving Dogs, not Fighters</i> (Level M) • <i>Work Hard and Don't Give Up: Story of Supreme Court Justice Sonia Sotomayor</i> (Level P) • <i>You Don't Stop: The Birth of Hip Hop</i> (Level M-P) • <i>Encyclopedia Brown Cracks the Case</i> (Level M-P) • <i>The Stories Julian Tells</i> by Ann Cameron (Level O) • <i>William's Doll</i> by Charlotte Zolotow (Level P) • <i>Brave Irene</i> by William Steig (Level S) • <i>Chrysanthemum</i> by Kevin Henkes (Level M) • Teacher-selected books for book talks and modeling good reader behaviors
Supplemental Professional Resources:	Supplemental Resources:
<ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book</i> - Jennifer Serravallo • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Wilma Unlimited</i> by Kathleen Krull (Level L) • <i>Jamaica's Find</i> by Juanita Havill (Level K) • <i>How Oliver Olson Changed the World</i> by Claudia Mills (Level L) • <i>Nikki and Deja Series</i> by Karen English (Level N) • <i>Oliver Button Is a Sissy</i>, T. dePaola (Level J) • <i>William's Doll</i>, C. Zolotow (Level L) • <i>Dancing in the Wings</i>, D. Allen (Level L) • <i>Officer Buckle and Gloria</i>, P. Rathmann (Level L) • <i>Olivia</i>, I. Falconer (Level J)

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> • <i>Peter's Chair</i> by Ezra Jack Keats (Level J) • <i>The Paperbag Princess</i>, R. Munsch (Level K) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSL
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month

[Grade 3 Scope and Sequence](#)

<ul style="list-style-type: none">• Author Visit Kit• Authors Who Skype	<ul style="list-style-type: none">• National American Indian Heritage Month• Black History Month• National Women’s History Month,• National Irish-American Heritage Month• National Italian American Heritage Month• Asian Pacific American Heritage• Older Americans’ Month• Jewish American Heritage Month• Week of Respect• Red Ribbon Week• International Dot Day (September 16)
Bend/Goals	Teaching Points

Bend I: Structuring Essays About Stories
(Session 1: *A Guide to Boot Camp*)

- (p. 5) **Today I want to teach you that readers often share ideas about stories they have read together. Then, they work together to gather evidence for an idea.**
 1. Pick an idea and name the story you are writing about.
 2. State a big, bold opinion, or thesis.
 3. Give evidence from the story to support your thesis.
 4. Rehearse your essay by writing it in the air, starting with the title, author, and your thesis, then supporting your thesis with your evidence.
 5. Restate your thesis, tell what happens at the end, or give a lesson the character learns.

Chart: Our Big, Bold Opinions About *Each Kindness* (pg. 5)

- **Chloe is unkind.**
- **Chloe acts without thinking.**
- **Maya is persistent.**
- **Maya is friendly.**
- **Chloe changes from unkind to thoughtful.**
- **People are unkind to Maya.**

Anchor Chart: When Writing a Literary Essay, Writers... (pg. 7)

Add:

- **Name the story they are writing about**
- **State a big, bold opinion, or thesis**
- **Give evidence from the story**
- **Restate your thesis, tell what happens at the end, or give a lesson the character learns**

(Session 2: *Repeating the Boot Camp with a New Claim*)

- (p. 7) **Today I want to teach you that writers can lift evidence directly from the text to support their big, bold opinion.**
 1. Choose a second thesis – use the chart of big, bold opinions generated from Session 1.
 2. Find evidence from different parts of the story to support your thesis.
 3. Rehearse your essay in the air, starting with the introduction (title, author, and your thesis), then give all your evidence, and then a conclusion.
 4. Remember to restate your thesis, tell what happens at the end, or give a lesson the character learned.
 5. Flash draft your essay.

Chart: Our Big, Bold Opinions About *Each Kindness* (pg. 8)

- **Chloe is unkind.**
- **Chloe acts without thinking.**

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(Session 5: Getting Ready to Publish by Self-Assessing)

Chart: Transition Words and Phrases (pg. 10)

Writers lead into their evidence or quotes.	Writers explain why their evidence matters!
In the story it says, “...” One part of the story that shows this is when... In the beginning, for example, ... In the middle, ... By the end, ...	This is important because... This means... In other words, ... This matters because... This shows how... [The character] could have..., but instead...

Anchor Chart: When Writing a Literary Essay, Writers... (pg. 11)

Add (before last bullet):

- Name the story they are writing about
- State a big, bold opinion, or thesis
- Give evidence from the story
 - summarize parts of the story
 - quote exact lines
- Use transitional phrases to lead into evidence
 - “For example, ...” “In the beginning, ...”
- Explain why the evidence matters
 - “This is important because...”
- Restate your thesis, tell what happens at the end, or give a lesson the character learns

• (p. 11) Today I want to teach you that essayists don’t just plop evidence into their essays. Instead, they lead into their evidence with transitional phrases, and then they elaborate on their evidence by explaining why it matters.

1. Choose one of your three essays to revise.
2. Add transitional phrases to your essay to lead into your evidence.
3. Add transitional phrases to explain why your evidence matters.
4. Check to see if your essay has an introduction and a conclusion and you used both summaries and quotes from the text – add any parts that are missing.
5. Repeat the above steps for your other two essays.

Anchor Chart: When Writing a Literary Essay, Writers... (pg. 12)

Add (before after last bullet):

Grade 3 Scope and Sequence

<p>(Session 6: Optional: Peer Conferring and Mini-Celebration)</p>	<ul style="list-style-type: none"> • Name the story they are writing about • State a big, bold opinion, or thesis • Give evidence from the story <ul style="list-style-type: none"> ◦ summarize parts of the story ◦ quote exact lines • Use transitional phrases to lead into evidence <ul style="list-style-type: none"> ◦ “For example, ...” “In the beginning, ...” • Explain why the evidence matters <ul style="list-style-type: none"> ◦ “This is important because...” • Restate your thesis, tell what happens at the end, or give a lesson the character learns • Use all they know from writing essays to set goals and make their writing stronger <p>• (p. 12) Today we will celebrate all your hard work on your literary essays.</p> <ol style="list-style-type: none"> 1. Come together in small groups and show each other your favorite essays. 2. Give each other a compliment on his/her writing. 3. Give yourself a pat on the back for the hard work you have done! 				
<p>Bend II: Raising the Level of Our Literary Essays (Session 7: Writers Collaborate to Come Up with Ideas for Essays)</p>	<p>• (p. 13) Today I want to teach you that writers often collaborate to come up with ideas about character traits, character change, and lessons characters learn. Essayists choose an idea they can support with strong evidence.</p> <ol style="list-style-type: none"> 1. In partnerships or groups, choose a text you feel strongly about. 2. Generate multiple claims about the text. <ul style="list-style-type: none"> ◦ character traits (of multiple characters) ◦ character change ◦ lessons learned 3. Choose one idea and begin gathering evidence to support your claim. 4. Plan your essay by writing it in the air or using boxes and bullets. 5. Start your draft. <p>Chart: (p. 14)</p> <table border="1" data-bbox="596 1234 1919 1421"> <tr> <th colspan="2">Coming Up With Big, Bold Ideas About Books!</th></tr> <tr> <td> Character Traits The character is _____. </td><td> Ray is thoughtful. Ray is creative. </td></tr> </table>	Coming Up With Big, Bold Ideas About Books!		Character Traits The character is _____.	Ray is thoughtful. Ray is creative.
Coming Up With Big, Bold Ideas About Books!					
Character Traits The character is _____.	Ray is thoughtful. Ray is creative.				

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Grade 3 Scope and Sequence

<p>(Session 10: Writers Use All They Know to Flash Draft at a Higher Level)</p>	Coming Up With Big, Bold Ideas About Books!	
	Character Traits The character is _____.	Ray is thoughtful. Ray is creative. Grampa Halfmoon is a storyteller. Grampa Halfmoon is homesick.
	Character Change The character changes from _____ to _____. At the beginning of the story, _____ felt _____, but later in the story he/she began to feel _____.	Ray changes from thinking about himself to thinking about his grandfather. At the beginning of the story, Ray felt like he was the most important, but later in the story, he began to feel like Grampa Halfmoon was important, too.
	Lessons Learned The character learns _____.	Ray learns to put others before himself. Ray learns you have to be creative to solve problems.
	Character Relationships _____ and _____ have _____ relationship.	Ray and Grampa Halfmoon have a caring relationship. Ray and Grampa Halfmoon have a strong relationship.
<p>(Session 11: Writers Study Introductions [and Paragraphs])</p>	<p>• (p. 19) Today I want to teach you that whenever you draft an essay, remember that you know ways to raise the level of your writing. These include rehearsing in the air, jotting a plan, using a checklist, or studying a mentor text.</p> <ol style="list-style-type: none"> 1. Choose one of the ideas you generated yesterday. 2. Raise the level of your work by: <ul style="list-style-type: none"> ° rehearsing your essay in the air ° jotting a plan ° using a checklist ° studying a mentor text 3. Flash draft a second essay. 	

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Arguments about Characters

(Session 15: Writers Take up
Debate Positions to Argue with
Passion)

1. Generate some ideas worth debating using two familiar texts.
2. Consider a few argument positions and record what the two sides of each argument would be.
3. Choose an argument and debate your partner.
4. Try your debate a second time using transition words to lift the level of it.
5. Flash draft one of your arguments you tried aloud in your notebook as an essay.

Chart: Possible Argument Positions on *Because of Winn-Dixie* and “Indian Shoes” (p. 24)

Partner A	Partner B
Opal is a better friend.	Ray is a better friend.
Opal is more creative.	Ray is more creative.
Opal changes the most.	Ray changes the most.
?	?

Chart: Some Useful Transition Words (p. 25)

In the beginning	For example	In the text it says
In the middle	Also	Another place in the story
At the end	In addition	One final place

(Session 16: Clubs Collaborate to
Come up with Debate Positions)

- (p. 25) Today I want to teach you that you can come up with a bunch of positions that are worth debating about your texts. You can come up with ideas about characters’ traits, character change, character relationships, or lessons learned.

1. In clubs, find two books you could compare, considering your club book as one of the books.
2. Look for books where characters act in similar ways or have similar problems or learn similar lessons.
3. Generate debatable positions about those books:
 - ° character traits: Which character is more _____?
 - ° character change: Which character changes the most? The least? Which character’s change was most important?
 - ° learned a lesson: Which character best learned to/to be _____?

Grade 3 Scope and Sequence

<p>(Session 17: Debaters Explain Why Their Evidence Matters!)</p>	<p>◦ other debatable questions: Which character makes a better friend? Is better at solving problems? Is more helpful to adults?</p> <p>4. Choose a position and try out a debate.</p> <p>5. Flash draft one of your arguments in your notebook.</p> <p>• (p. 26) Today I want to teach you that when you are trying to convince someone of the strength of your position, you don’t just hope that your evidence speaks for itself. You try to explain why your evidence matters.</p> <p>1. Frame your evidence by explaining, with reason and passion, why your evidence matters.</p> <p>2. Have another debate by orally rehearsing a new argument or revising and improving an argument you tried out yesterday.</p> <p>3. Elaborate on your evidence using sentence starters to help explain your evidence and say more.</p> <p>Chart: Debaters Explain Why Their Evidence Matters! They Might Say... (p. 27)</p> <table><tr><td>This matters because...</td></tr><tr><td>The reason this quote is important is...</td></tr><tr><td>A lot of readers might miss this part. But it’s important because...</td></tr><tr><td>In other words, ...</td></tr><tr><td>This part clearly shows... because...</td></tr></table>	This matters because...	The reason this quote is important is...	A lot of readers might miss this part. But it’s important because...	In other words, ...	This part clearly shows... because...
This matters because...						
The reason this quote is important is...						
A lot of readers might miss this part. But it’s important because...						
In other words, ...						
This part clearly shows... because...						
<p>(Session 18: Debaters Frame Their Debates with Simple Introductions and Conclusions)</p>	<p>• (p. 28) Today I want to teach you that one way to increase the power of your argument is to add in a simple introduction and conclusion. These parts will give your argument added power.</p> <p>1. Rehearse for a final debate celebration tomorrow.</p> <p>2. Raise the level of your debate by using all your skills:</p> <p>◦ state a clear claim</p> <p>◦ use specific evidence from across the text</p> <p>◦ explain your evidence</p> <p>3. Add in a simple introduction and conclusion.</p> <p>• (p. 29) Today we will celebrate our writing!</p> <p>1. You may:</p>					
<p>(Session 19: Final Celebration)</p>						

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> ° end with debates about your book club books ° have on-demand debates about a new read aloud picture book ° print your literary essays and tape them into the backs of your books for future clubs to read ° join together with other book clubs and hold extended talks about your books ° make your own charts on the process of writing literary essays ° have a show and tell for fourth grade teachers <p>2. Pat yourselves on the back and celebrate your success</p>
Skills (Students will be able to...) including Grammar	
•	State a clear opinion about a story or nonfiction text.
•	Provide evidence to support their opinion.
•	Craft an essay from beginning to end.
•	Organize their writing into paragraphs.
•	Include an introduction and conclusion.
•	Revise and edit essays.
•	Use transitional words and phrases to lead into evidence.
•	Self assess their writing.

Writing Workshop	Grade: 3
<p>Unit 7: Writing About Research</p> <p>This unit is meant to go hand-in-hand with the <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> reading unit. This unit is like a sequel to <i>The Art of Information Writing</i>, so you'll want to think about this unit as supporting transference. You'll support your students in taking everything they learned in <i>The Art of Information Writing</i> and applying it to new projects that they'll write about the different animals they are studying. To do this, you'll alternate between referencing earlier teaching, by revisiting particularly powerful minilessons from <i>The Art of Information Writing</i>, and weaving in some new teaching to extend your students' work.</p> <p>In addition to supporting transference, this is also a unit that supports students in deepening their information writing skills in a few critical areas, namely: structure, elaboration, organization, and craft. These goals are mirrored in the <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> unit, where students are taught to identify different text structures and use those structures to take notes, to elaborate on their ideas as they teach others, to synthesize information together as they notetake and teach, and to carefully consider the choices that the author made.</p> <p>In Bend I of the unit, you'll support students in transferring what they learned in <i>The Art of Information Writing</i> over to write new all-about books on the animal they're researching as part of Bend I in <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> Students will work in their research clubs to create a club book. They'll begin by writing to grow ideas. Then, you'll support them as they transfer what they know about creating powerful tables of contents, teaching others, and drafting chapters using their knowledge of elaboration.</p>	

In Bend II of the unit, each research club will write another all-about book, this time about the second animal they are studying. These books will have a particular emphasis on text structure. You'll teach students ways to collaboratively develop their writing, supporting their cross-text(s) synthesis skills. Each student will draft several chapters.

Then in Bend III, you'll extend the work, teaching students how to use what they know about information writing to write books that advance the big ideas the club has been exploring. Clubs will write books exploring big ideas: animal adaptations, differences in animal habitats, and more! You'll teach them to lift the level of their writing by using peer conferring and self-assessment.

NJ Student Learning Standards

Writing Standards

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic and group related information together; include text features (*e.g.: illustrations, diagrams, captions*) when useful to support comprehension.
- B. Develop the topic with facts, definitions, and details.
- C. Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.
- D. Provide a conclusion.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (*e.g., headings*), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (*e.g., another, for example, also, because*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

Reading Standards

RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.

RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from text features (*e.g., illustrations, maps, photographs*) and the words in a text to demonstrate understanding of the text (*e.g., where, when, why, and how key events occur*).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (*e.g., comparison, cause/effect, first/second/third in a sequence*) to support specific points the author makes in a text.

RI.3.10 By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Speaking and Listening Standards

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 3 Scope and Sequence

<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (<i>e.g., sitting, smiled, cries, happiness</i>).</p> <p>F. Use spelling patterns and generalizations (<i>e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>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 (<i>e.g., After dinner that night we went looking for them</i>).</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>NJSLS from other subject(s)</p> <p>Career Ready Practices</p> <p>Act as a responsible and contributing community member and employee.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p> <p>Standard 8 Computer Science</p> <p>8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.</p> <p>Standard 9 Career Readiness, Life Literacy, and Key Skills</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>Careers (Description of a career that relates to this unit)</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Information writing skills such as: structure, elaboration, organization, and craft. <input type="checkbox"/> Identify different text structures and use those structures to take notes, to elaborate on their ideas as they teach others, to synthesize information together as they notetake and teach, and to carefully consider the choices that the author made <input type="checkbox"/> Develop their writing, supporting their cross-text(s) synthesis skills. <input type="checkbox"/> Lift the level of their writing by using peer conferring and self-assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do we utilize information writing skills such as structure, elaboration, organization, and craft to forward and idea? <input type="checkbox"/> How do we identify different text structures and use those structures to take notes, to elaborate on ideas as we teach others, to synthesize information together as we notetake and teach, and to carefully consider the choices that the author made? <input type="checkbox"/> How do we develop our writing, and support cross-text(s) synthesis skills? <input type="checkbox"/> How do we lift the level of writing by using peer conferring and self-assessment?
Evidence of Learning (Assessments)	Accommodations and Modifications

Grade 3 Scope and Sequence

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Writing about reading • Writers' notebooks • Teacher-created performance assessment • Student reflections • Conferences and small group <p>Summative Assessments:</p> <ul style="list-style-type: none"> • <i>Learning Progressions (Grades 2-8)</i> • Pre/Post-On-Demand Assessment • Project Read Assessments Narrative Writing <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • <i>Nonsense Words</i> • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>Suggested Lessons for Differentiation with Small Groups:</p> <p>Bend I</p> <p>3- Option 1: The Power of Organizing and Reorganizing Option 2: New Structures Lead to New Thinking</p> <p>5- Planning Your Chapters</p> <p>6- Use Elaboration to Develop Your Writing</p> <p>Bend II</p> <p>10- Balancing Facts and Ideas from the Start</p> <p>11- Changing Things Up</p> <p>12- Researching Facts and Ensuring Text Accuracy</p> <p>13- Creating Introductions through Researching Mentor Authors</p> <p>14- Punctuating with Paragraphs</p> <p>Bend III</p> <p>16- Planning Out the Chapters in Your Last Book</p> <p>17- Using Charts and Checklists to Help You Draft</p> <p>18- Using Text Features Makes It Easier for Readers to Learn</p> <p>English Language Learners:</p>
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Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> • Unit 4: ELA Curriculum for ELLs • ESL 3-5 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modification • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • 2019-20 Teachers College Calendar • Revving up writing muscles Unit of Study Text by Lucy Calkins • 2019-20 Teachers College Calendar, Second Grade Revving up writing muscles Unit • Florham Park ELA PD Sharing Website • The Writing Strategies Book by Jen Seravallo • Writing Resources and Scope and Sequences • Units of Study Online Resources 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Any appropriate grade 3 novel as a read-aloud model to set up the routines</i> • <i>Penguins Are Waterbirds</i> by Sharon Taberski (Level M) • <i>Deadliest Animals</i> (National Geographic Kids) by Melissa Stewart (Level P) • <i>Life Cycle of an Emperor Penguin</i> by Bobbie Kalman (Level N) • <i>Any additional Frog and Penguin Non-Fiction Texts (Level M-P)</i> • <i>Taj Mahal</i>, Tagliaferro, Linda (Level L) • <i>Wolves</i>, Markle, Sandra (Level M)

Grade 3 Scope and Sequence

<p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Kits • Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College) • <i>Primm Book</i> • <i>Prompting Guide Part 1 - For Oral Reading and Early Writing</i> • <i>Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing</i> • <i>Writing Strategies Book</i> - Jennifer Serravallo • <i>Flip Your Writing Workshop: A Blended Learning Approach</i> by Dana Johansen and Sonja Cherry-Paul • <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> by Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i> by Aimee Buckner • Florham Park ELA PD Sharing Website • Conferring Menus • Conferring Curriculum 	<ul style="list-style-type: none"> • <i>Everything Weather</i>, Furgang, Kathy (Level P) • <i>DK Eyewitness: Hurricane and Tornado</i>, Challoner, Jac (Level W) • <i>Hurricanes</i>, Simon, Seymour (Level S) • Videos: https://www.youtube.com/watch?v=V3cQdA8LJDo • Teacher-selected books for book talks and modeling good reader behaviors <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Conferring Curriculum • Florham Park ELA PD Sharing Website • Conferring Menus • <i>Cactus Hotel</i>, Guiberson, Brenda Z. (Level K) • <i>The Life Cycle of an Emperor Penguin</i>, Kalman, Bobbie and Robin Johnson (Level N) • <i>The Penguin, A Funny Bird</i>, Fontanel, Beatrice (Level N) • <i>The Magic School Bus</i> Series Cole, Joanna (Level P) • <i>Armored And Dangerous</i>, Zimmerman, Howard (Level L) • <i>Beautiful Butterflies</i>, Goldish, Meish (Level L) • <i>Bloodthirsty Mosquitoes</i>, Goldish Meish (Level L) • <i>Building Greenscrapers</i>, Stern Steven (Level P) • <i>Caves And Caverns</i>, Gibbons, Gail (Level O) <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p>

Grade 3 Scope and Sequence

	<ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan • Author Visit Kit • Authors Who Skype 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
Bend	Teaching Points
<p>Bend I: Transferring Previous Learning on Information Writing to Write Research- Based All-About Books</p> <p><i>(Session 1: Writing Long Off an Observation)</i></p> <p><i>(Session 2: Writing to Grow Ideas)</i></p>	<ul style="list-style-type: none"> • (p. 6) Today I want to teach you that information writers are really careful observers. One way they learn more about their topics is by taking something—an object, a photograph—and studying it closely, trying to notice all the details. Then, they write long about what they notice, saying, “I see... I notice... This reminds me of... I wonder...” <ol style="list-style-type: none"> 1. Select a picture from an animal book to study. 2. Observe the picture carefully – push yourself to notice all the details. 3. Write long off your observations using prompts: “I see...” “I notice...” “This reminds me of...” “I wonder...” • (p. 7) Today I want to teach you that information writers write to grow their ideas. One way they do this is by studying videos about their topic with their minds on high, jotting notes about what they’re learning, and then writing long off their notes. <ol style="list-style-type: none"> 1. Select a video on your animal/topic you are studying.

(Session 3 **OPTION 1:** *The Power of Organizing and Reorganizing*)
use this session if your students had difficulty planning out tables of contents

(Session 3 **OPTION 2:** *New Structures Lead to New Thinking*)
use this session if your students successfully planned out tables of contents

2. Watch the video the first time just observing.
3. Watch the video again jotting notes about what you are learning.
4. Compare your notes with your partner – add any information to your notes you might have missed.
5. Write long off of what you have learned – try filling a page.

- (Unit 2, p. 14) Today I want to teach you that information writers often make plans for how to organize their information writing. Writers make one plan, then they think about a different possible plan, and they keep doing this over and over. Each plan includes a different way to divide a topic into parts.
 1. Use your palm and fingers to plan subtopics.
 2. Try different ways of organizing the topic.
 3. Think of smaller parts (subtopics) that go with the bigger topic.
 4. Look to see if there are a couple of chapters that go together.
 5. Structure the topic using a table of contents.
- (Unit 2, p. 23) Today I want to teach you that writers try different organizational structures on for size. They explore a few different structures, noting how those structures affect the way they think about a topic.
 1. Notice what structure you wrote the information in
 2. Rewrite it with a second structure!
 3. Rewrite it with a third!
 4. Pick the one that best supports the information you’re trying to present!

Teacher’s Note: *Model this, then guide students to try several structures on for size.*

 - ➔ Boxes and bullets
 - ➔ Cause and effect
 - ➔ Problem and solution
 - ➔ Pros and cons
 - ➔ Compare and contrast

Chart: How Different Tables of Contents Could Go:

Version 1	Version 2	Version 3
<i>Kinds of Penguins</i> <ul style="list-style-type: none"> • Emperor penguins (probably the best known) • King penguins • Macaroni penguins 	<i>Parts of Penguins</i> <ul style="list-style-type: none"> • Beak (uses it to help catch food) • Feathers (help it stay warm) • Smooth body (help it swim quickly) • Flippers (no wings so can’t fly but 	<i>Ways Penguins Protect Themselves</i> <ul style="list-style-type: none"> • Their bodies are made to help them survive • They can huddle with other penguins to keep warm

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<p>(Session 7: Adding Information Where it Belongs)</p>	<ol style="list-style-type: none"> 3. Include different techniques: <ol style="list-style-type: none"> a. Quotations b. Statistics c. Anecdotes d. Observations e. Descriptions f. Vocabulary words and definitions g. Diagrams h. Pictures i. Lists j. Labels k. Different punctuation, such as colons, dashes, and parentheses <p><i>* use Unit 2 Session 4 as a guide</i></p> <p>• (p. 11) Today I want to teach you that one way information writers strengthen their writing is by collaborating with others. They share chapters with one another and think, “What do I know that I could add to this information? And where, precisely, should I add that new information in?”</p> <ol style="list-style-type: none"> 1. Read a chapter from your book. 2. Think: What do I know that I could add to this, and where, exactly, should I add it? 3. Revise your section with a red pen, adding in new information you thought of. 4. Option: Swap revised chapters with your partner (or among group members) to do the above work.
<p>Bend II: Writing All-About Books with an Emphasis on Structure</p> <p>(Session 8: Planning Out Your Second Book)</p>	<p><i>* Bend II Option 1: Start session 8 one to two days after you study Bend II of Research Clubs (reading workshop)</i></p> <p><i>* Bend II Option 2: Revisit the writing to grow ideas work students did at the beginning of Bend I (writing workshop) before starting session 8</i></p> <p>• (p. 12) Today I want to teach you that you can transfer all you know about planning an entire book to plan out chapters for another book.</p> <ol style="list-style-type: none"> 1. As a club, look at the table of contents from your first book. 2. Think: How many of the chapters could be the same for the second book? 3. Decide which chapters could be the same and which you need to revise for your new book. 4. Try out a bunch of tables of contents. 5. Together, choose the best one and map out how your individual chapters could go.

Grade 3 Scope and Sequence

(Session 9: Elaborate and Say More!)	<ul style="list-style-type: none"> • (p. 13) Today I want to teach you that when information writers draft and revise, they often consider ways they can add more, or elaborate. Information writers can learn to elaborate by studying mentor texts, taking note of all the different kinds of information that writers use to teach readers about subtopics. <ol style="list-style-type: none"> 1. Study several mentor texts to notice different elaboration techniques being used. 2. Reread your writing and look for where you can make it better. 3. Try using the techniques you noticed to revise one of your chapters and elaborate more.
(Session 10: Balancing Facts and Ideas from the Start)	<ul style="list-style-type: none"> • (p. 14) Today I want to remind you that when you write information books, you try to <i>interest</i> your reader. Readers love fascinating facts, <i>and</i> they love ideas, too. Writers make sure their writing contains both facts and ideas. <ol style="list-style-type: none"> 1. Add a vignette to illustrate a bit of information or an idea. 2. After mentioning a fact, say a little more about that fact. 3. Describe something in detail. 4. Compare something that might be unfamiliar to readers with something that is familiar.
(Session 11: Changing Things Up)	<p><i>Chart (from Unit 2 pg. 67) Informational Writers Bring Their Writing to Life</i></p> <ul style="list-style-type: none"> • (p. 14) Today I want to teach you that writers play! Just like players in Minecraft build different worlds, it can help to try out your chapters in multiple ways, to be creative, until you find the best way things could go. <ol style="list-style-type: none"> 1. Reread one of your chapters. 2. Choose a different structure and rewrite that chapter. 3. Choose another structure to rewrite the chapter. 4. Pick the one that best supports the information you are trying to present!
(Session 12: Researching Facts and Ensuring Text Accuracy)	<p><i>Text Structures:</i></p> <ul style="list-style-type: none"> → Boxes and bullets → Chronological order → Cause and effect → Problem and solution → Pros and cons → Compare and contrast <ul style="list-style-type: none"> • (p. 15) Today I want to teach you that writers don't just write, write, write all the stuff from their brains. Information writers are also researchers. Writers often leave the page, searching through their notebooks and books, or picking the brains of their co-researchers, for the perfect fact or example. <ol style="list-style-type: none"> 1. Look through your notebook for additional information you could add to a chapter. 2. Scan books or the Internet to get additional facts.

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	<ol style="list-style-type: none"> Think: Which goals have I met, and where can I find evidence that I've met those goals? Ask: Which goals do I still need to work toward as I move forward? 														
<p>Bend III: Writing Books that Advance Big Ideas <i>(Session 16: Planning Out the Chapters in Your Last Book)</i></p> <p><i>(Session 17: Using Charts and Checklists to Help You Draft)</i></p>	<ul style="list-style-type: none"> (p. 16) Today I want to teach you that informational writers draw on all they know to help them plain their book in the strongest way possible. To do this, they consider a logical order for their chapters and they plan out how they'll structure each chapter. <ol style="list-style-type: none"> Identify the big idea you will write your next book about. Generate the different chapters that could belong in your book. Look back over the table of contents in your last animal book. Note the text structures used to help you develop your new table of contents. <p>Chart: Animal Babies and Parents (last book table of contents example)</p> <table border="1"> <thead> <tr> <th>Chapter</th><th>Structure</th></tr> </thead> <tbody> <tr> <td>All About Animal Babies</td><td>Boxes and Bullets</td></tr> <tr> <td>Raising a Baby Penguin</td><td>Chronological Order</td></tr> <tr> <td>Penguin Babies vs. Frog Babies</td><td>Compare and Contrast</td></tr> <tr> <td>Penguin Parents vs. Frog Parents</td><td>Compare and Contrast</td></tr> <tr> <td>What Happens When Parents Stay or Leave</td><td>Cause and Effect</td></tr> <tr> <td>Raising Babies: What Can Go Wrong?</td><td>Problem and Solution</td></tr> </tbody> </table> <ul style="list-style-type: none"> (p. 16) Today I want to teach you that to create the strongest chapters possible, you have to use everything you know to help you draft. Referencing earlier charts and checklists and rereading your earlier writing can help you to do this. <ol style="list-style-type: none"> Study charts from earlier the unit. Read over the Information Writing Checklist – look at both grades 3 and 4. Read over your earlier information writing to get ideas. Begin drafting a new chapter! <p>*use Unit 2 sessions 10 and 12 to drive this session</p>	Chapter	Structure	All About Animal Babies	Boxes and Bullets	Raising a Baby Penguin	Chronological Order	Penguin Babies vs. Frog Babies	Compare and Contrast	Penguin Parents vs. Frog Parents	Compare and Contrast	What Happens When Parents Stay or Leave	Cause and Effect	Raising Babies: What Can Go Wrong?	Problem and Solution
Chapter	Structure														
All About Animal Babies	Boxes and Bullets														
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Penguin Babies vs. Frog Babies	Compare and Contrast														
Penguin Parents vs. Frog Parents	Compare and Contrast														
What Happens When Parents Stay or Leave	Cause and Effect														
Raising Babies: What Can Go Wrong?	Problem and Solution														

<p><i>(Session 18: Using Text Features Makes It Easier for Readers to Learn)</i></p>	<ul style="list-style-type: none"> • (p. 18) Today I want to teach you that information writers think, “Will that text feature help readers?” and they only include the one that will really help readers. They think what the text is mainly about, and that helps them decide what should be popped out or highlighted. <ol style="list-style-type: none"> 1. Choose the one or two text features that might be really important for each part of your writing. 2. Look at mentor texts for qualities of writing and for design and layout. 3. Start with one chapter and add a text feature or two that will help get your message out! • <i>* use Unit 2 session 14 chart: Some Common Text Features and Their Purposes</i> <ul style="list-style-type: none"> • <i>Drawings and photographs help the reader to picture the subject</i> • <i>Diagrams include labels and words to help explain parts or ways something works</i> • <i>Definition boxes explain vocabulary words</i> • <i>Maps help the reader to understand more about the places where the topic lives</i> • <i>Timelines show the order of events</i> • <i>Glossaries define key vocabulary from the text</i> • <i>Carts can show how two things compare and contrast</i>
<p><i>(Session 19: From Partner to Teacher)</i></p>	<ul style="list-style-type: none"> • (p. 19) Today I want to teach you that writing partners can be writing teachers. You can confer with your partner just like I confer with you, reading your partner’s writing and then giving them a compliment and a tip. <ol style="list-style-type: none"> 1. Decide on which questions you could ask your partner. 2. Listen to your partner’s responses so you can assist with his/her writing. 3. Give a tip based on your partner’s responses. 4. Help your partner with the advice you gave! • <i>* Things You Can Say to Your Partner</i> <ul style="list-style-type: none"> • <i>What are you working on as a writer?</i> • <i>Can you show me where you tried that?</i> • <i>Is there anything tricky I can help you with?</i> • <i>I want to compliment you on...</i> • <i>One tip I can give you is...</i> • <i>Try it, and I’ll help you!</i>
<p><i>(Session 20: Using Different Sentence Types)</i></p>	<ul style="list-style-type: none"> • (p. 20) Today I want to teach you that information use different types of sentences to interest their readers. You can write simple, compound, and complex sentences to jazz up your writing. <ol style="list-style-type: none"> 1. Read over one of your chapters and notice the sentence types you used.

<p>(Session 21: Celebration)</p> <p>End of Year/Summer Writing</p>	<ol style="list-style-type: none"> 2. If you notice you only have one type of sentence, such as simple, change some of your sentences to compound or complex. 3. Continue doing this work with other chapters. <p><i>* this lesson could be changed to spelling correctly or other editing need</i></p> <ul style="list-style-type: none"> • (p. 20) Each club should choose the book that represents their best work to publish – this will take several days. • Take a day or two to discuss summer writing: <ul style="list-style-type: none"> - make a big chart as a class of all the writing projects they could take on over the summer - honor suggestions such as comics, graphic novels, fantasy books, horror stories, poetry anthologies, information books about other topics they love, travel guides, cookbooks, newspapers, letters to family members or friends, user’s guides to their favorite video games, etc. - have students identify which of the writing projects they most want to work on over the summer - supply students with a blank notebook or lined paper they could assemble into a booklet - set aside time for students to begin planning and writing one of their projects
<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> • Select “just right” books by incorporating multiple strategies, such as previewing, five finger rule, interest, etc. • Differentiate fiction and nonfiction to establish a reading purpose. • “Shop” for books appropriately. • Choose a spot that will encourage them to stay on task. • Manage and monitor their independent book baggies with respect for the books in the classroom. • Engage in a range of collaborative discussions, including one-on- one, group-talk, and teacher-led discussions, by providing sentence starters. • Utilize Post-its and/or Reader’s Notebook to mark places to share. Use symbols for the funny parts, sad parts, favorite parts, etc. • Retell the important parts of a story. • Establish personal goals to read longer in each session. • Increase stamina by rereading books, starting with a picture walk, reading for fluency, last to develop comprehension. • Establish an agreement to promote a respectful partnership, i.e. how to sit properly, stay on task, take turns, and assist their partner when reading. • Participate in conversations about the books. 	