**Writing 2014-2015 Grade: 3rd**

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| **September 2014** | | | | | | | | |
| **School Wide Assessments (Data Points):** Writing Benchmark (Fall, Winter, Spring) | | | | | | | | |
|  | **Topic/**  **Concept** | **Dates**  **Taught** | **GLCE’s/**  **CCSS** | **Objectives/**  **Goals**  **(*Academic Vocab/***  ***Bloom’s Taxonomy)*** | **Activities/Skills/Strategies** | **Vocabulary** | **Resources** | **Common Assessments** |
| **W**  **R**  **I**  **T**  **I**  **N**  **G** | **Unit 1:** Getting Ready for Core Writing  6 Traits  Ideas  Organization  Voice  Sentence  Fluency  Word  Choice  Conventions  (9 lessons) | Sept. 8 –  Sept. 25 | **W.3.2**  **W.3.3**  **W.3.3a**  **W.3.3b**  **W.3.3c**  **W.3.3d**  **W.3.10**  **L.3.1g**  **L.3.1i**  **L.3.2**  **L.3.2a**  **L.3.2b**  **L.3.2c**  **L.3.2d**  **L.3.2e**  **L.3.2f**  **L.3.2g**  **L.3.5**  **L.3.5c** | TLW list ideas/topics to write about  TLW Write sentences as a narrator and create names for characters  TLW write a story focusing on beginning, middle, and end, in sequence, using sequence words.  TLW write a story using descriptive words  TLW Create simple, compound, and complex sentences.  TLW revise/rewrite sentences using better word choice (descriptive details)  TLW write a narrative using correct capitalization, punctuation, and spelling with use of reference materials.  TLW identify the purpose of different types of writing from a list.  TLW draw a picture of the kinds of sentences from writing piece. | * whole class discuss favorite things to write about * whole class discuss jotting down writing ideas * discuss vocabulary (topics) * complete Topics I Can Write About chart * activate prior knowledge of favorite piece of writing * discuss elements of a story * read and discuss student writing sample (identify narrator and characters) * write two sentences as a narrator/give characters names/details about the setting. * read student writing sample focusing on the beginning, middle, and end * in small groups, discuss and write temporal words on easel paper (post group work) * student will write a story focusing on the beginning, middle, and end using temporal words * read student writing sample * identify examples of dialogue * write a story using descriptive words * pick an object in the classroom and ask students to describe it-write sentences on board. Discuss sentences. * display and read student sample "When My Puppys Ran Away" identifying the sentences as simple, complex, and compound. * assign a prompt or free choice writing with students focusing on the flow of their writing. * display image of a picture or photo, ask students what they see and record responses * discuss responses and explain word choice * introduce vocabulary * display student sample writing "When My Puppys Ran Away" and underline good word choice (adjectives and adverbs)/discuss * Write "Mom made pepperoni pizza and it was good." * students revise the sentences using descriptive * activate prior knowledge of capitalization rules and punctuation * display dictionary and discuss features * introduce the vocabulary * as editors read student writing sample "When My Puppys Ran Away" pointing out correct capitals, punctuation, and spelling * discuss why people write * introduce vocabulary * discuss what students like to read and why * explain common purposes of writing (p.i.e) * complete steps 1 - 15  of guided practice * read paragraph from anticipatory set and discuss if story was exciting * steps 1 - 5 guided practice (questions on video?) * students pair up choosing reading material, read the first full paragraph on the page and draw out the kinds of sentences they see * pairs group up with another pair (if they have narrative, they should group up with expository) and talk about/compare the use of sentence types in different types of literature | Unit  Topics  narrator characters  sequence temporal words  dialogue adjective  adverb  Simple sentence compound sentence complex sentences  reference materials capitalization punctuation editing  editor  writing purposes persuade  inform  entertain  narrative expository  Academic  Capitalization  Punctuation  Spelling  Writing  Speaking  Grammar  Narrative  Planning  Revising  Editing  Purpose  Adverbs | Write Steps  KWL  Online Resources  Promethean Board  Curriculum  Crafter | Informative Assessments  Mini-lessons |

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| **October 2014** | | | | | | | | |
| **School Wide Assessments (Data Points):** Meap Testing, D.E.W, Writing Benchmark (Fall, Winter, Spring) | | | | | | | | |
|  | **Topic/**  **Concept** | **Dates**  **Taught** | **GLCE’s/**  **CCSS** | **Objectives/**  **Goals**  **(*Academic Vocab/***  ***Bloom’s Taxonomy)*** | **Activities/Skills/Strategies** | **Vocabulary** | **Resources** | **Common Assessments** |
| **W**  **R**  **I**  **T**  **I**  **N**  **G** | **Unit 2a:**  Real  Narrative Writing:  18 lessons  Writing Benchmark | Sept. 29-  Oct. 30 | **W.3.3**  **W.3.4**  **W.3.5**  **W.3.10**  **L.3.1**  **L.3.2**  **L.3.3** | TLW write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  TLW with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  TLW with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  TLW use knowledge of language and its conventions when writing, speaking, reading, or listening. | * (teacher) write and display a narrative piece about an object that is special in your life (explain to students they will be practicing writing a piece about their own lives and things that are special to them) * introduce vocabulary, distribute and display "Adjectives are Awesome" and discuss * display, distribute, and discuss "Color Word Bank" * display and read aloud "Pyrite Possession" students stand and clap two times when they hear adjectives in a student narrative writing * independently students write from a prompt using beginning, middle, and end * introduce vocabulary * distribute and display "Types of Adverbs" discuss and fill in together * students listen to Storm's "Pyrite Possession" sample writing and signal (thumbs up) when they find an adverb * independently continue writing (from day 1) including three read excerpt from "Gooney the Fabulous" * introduce vocabulary and discuss * in groups discuss how dialogue can strengthen a piece of writing * display and review the "Dialogue= Detail" sheet * identify dialogue in "Pyrite Possession" * model proper use of commas and quotation marks * continue developing writing piece using dialogue with correct punctuation * play game (in anticipatory set) * display and discuss "T-Chart: Inside/Outside" * display, distribute, and discuss "You Said it. Now What? Worksheet * continue to develop writing piece adding more dialogue including characters actions, thoughts, or feelings * display teacher paper chain-discuss and relate it to writing (per anticipatory set) add additional three strips to chain (representing the beginning, middle, and end) telling story from anticipatory set. * review/introduce vocabulary * discuss **sequence**in writing * display and pass out student copies of "Linking/Transition Word List" and discuss * **model**how to use words or phrases in writing piece * pass out 4 pieces of linking chain to each student * display "Shelf Elf Award" read aloud-students listen for what happens first, second, next... * after reading, use strips vertically to create a timeline of events from this writing * allow time for students to share * reread and revise students storm narrative writing piece including linking/transition words (revise in blue) * students to continue developing the writing (use of dialogue) * (**Teacher note-**Conference with students while they write) | Unit  adjectives  adverb  dialogue  sequence  temporal words linking words transition words  emotion humor  voice detectives  **telling boards**  **Beginning** (narrator, characters, setting)  **Middle** (problem) **End** (solution)  **Characters**  **Setting**  **comma quotation marks voice**  **Baiting Techniques**    Academic  Capitalization  Punctuation  Spelling  Writing  Speaking  Grammar  Narrative  Planning  Revising  Editing  Purpose  Adverbs | Write Steps  Curriculum  Crafter  Graphic Organizers  Promethean  Board | Writing Benchmark  Informative Assessments  Mini-lessons |

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| **November 2014** | | | | | | | | |
| **School Wide Assessments (Data Points):** D.E.W. Writing Benchmark (Fall, Winter, Spring) | | | | | | | | |
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| **W**  **R**  **I**  **T**  **I**  **N**  **G** | **Unit 3a:**  5 Square Paragraph Writing  (13 lessons) | Nov. 3 –  Nov. 26 | W.3.2  L.3.2  L.3.3 | TLW write informative/explanatory texts to examine a topic and convey ideas and information clearly.  TLW demonstrate capitalization, punctuation, and spelling when writing.  TLW use knowledge of language and its conventions when writing, speaking, reading, or listening. | * Introduce vocabulary * Teacher will model writing a square paragraph * Teacher will explain purpose of writing a paragraph * Students will write/publish a writing piece using paragraphs and using the process of planning, revising and editing | Unit  Expository/informational text  Square paragraphs  Review of ‘voice’  Review of baiting a reader  Introductions and endings  Academic  Capitalization  Punctuation  Spelling  Writing  Speaking  Grammar  Narrative  Planning  Revising  Editing  Purpose  Adverbs | Write Steps  KWL  Graphic Organizers  Promethean  Board  Curriculum  Crafter | Writing Benchmark  Informative Assessments  Mini-lessons |