PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Writing	Grade Level(s): 3	
Department: Humanities	Credits: N/A	
BOE Adoption Date:	Revision Date(s): 7/18/2022	

Course Description

In third grade, students will explore the various writing genres through a Writer's Workshop approach. The Writer's Workshop model recognizes that to achieve maximum success, writing instruction must be differentiated. Students in third grade learn how to generate ideas for each of the genres as well as how to develop each piece through effective beginnings, meaningful text, and effective endings. There is also an increase in the emphasis of crafting, revision, and editing strategies, as well as a focus on responding to texts in preparation for state assessments. Students learn to write for different purposes and audiences, and in various forms, including narrative, informational and opinion. The Writer's Workshop structure includes a mini-lesson, independent writing, teacher and peer conferencing, and time to share their writing. Students participate in author studies in order to understand - and therefore apply in their own writing - techniques they discover in the work of published authors. "When young people are explicitly taught the craft of proficient writing, they are able to travel the world as writers, applying their skills to discipline-based learning and to their lives" (Lucy Calkins 2013).

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking,

intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of growing all learners both academically and personally, the following curriculum and instruction goals direct the conversation:

Goal(s):

- 1. To ensure students are college and career ready upon graduation
- 2. To vertically and horizontally align curriculum Pre-K-12 to ensure successful transition of students at each grade level
- 3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
- 4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+=LGBT and Disabilities Law

*=AAPI (Asian American and Pacific Islanders)

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Third Grade Writing Prerequisite(s): Second Grade Writing

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Workshop Introduction	September 2-3 weeks	Primary Standards	● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ● 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. ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ● Ensure subject-verb and	 Generate ideas relevant to purpose and based on experiences Review workshop structure and routines Grammar/Mechanics Review all parts of speech (noun, pronoun, verb, adjective, adverb) Produce sentences using different parts of speech Produce sentences with correct subject-verb and pronoun-antecedent agreement Produce simple, compound, and complex sentences

			pronoun-antecedent agreement. • Produce simple, compound, and complex sentences.	
Unit 2: Narrative Writing	October - November 6-8 weeks	Primary Standards • W.3.3.a-d • W.3.5 • L.3.1.g • L.3.2.c Secondary Standards • W.3.4 • W.3.6 • W.3.8 • W.3.10 • SL.3.4 • SL.3.6 • L.3.2.e-g • L.3.3.a	 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. With guidance and support from peers and 	 Generate ideas relevant to purpose and based on experiences Produce a story about one time, telling bit by bit Write a beginning that establishes the characters and setting Use dialogue and details to develop experiences and bring the story to life Use transition words to tell the story in order Use action, talk, or feeling to conclude the story Use paragraphs to organize the story Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit Use comparative and superlative adjectives correctly in sentences Use commas and quotation marks in dialogue

			adults, develop and strengthen writing as needed by planning, revising, and editing. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use commas and quotation marks in dialogue.	
Unit 3: Review	December 2-3 weeks	Primary Standards • W.3.3.a-d • L.3.1.h • L.3.2.a Secondary Standards • W.3.10 • SL.3.6 • L.3.1.a • L.3.1.g • L.3.1.i • L.3.2.c • L.3.2.e-g • L.3.3.a	 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. Use coordinating and subordinating conjunctions. Capitalize appropriate words in titles. 	 Apply all narrative genre techniques to produce a narrative writing piece Identify and use coordinating and subordinating conjunctions Use capitalization in titles Produce sentences with correct capitalization, punctuation, and that make sense
Unit 4: Informational Writing	January - February 6-8 weeks	Primary Standards	Students will be able to: • Write informative/ explanatory texts to examine a topic and	 Choose a topic to teach the reader about Write an introduction Research the topic to build

 W.3.8 L.3.1.c Secondary Standards W.3.4 W.3.6 W.3.10 SL.3.2 SL.3.4 SL.3.5 SL.3.6 L.3.2.e-g L.3.3.a 	convey ideas and information clearly. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a conclusion. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources	 knowledge Take notes on the topic Develop the topic with facts, observations, definitions, and details Include text features and linking words to organize information Choose expert words to teach and interest the reader Write an ending that draws conclusions, asks questions, or suggests ways readers might respond. Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit Form and use regular and irregular plural nouns Use abstract nouns

and sort evidence into

			provided categories. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood).	
Unit 5 Review	March 2-3 weeks	Primary Standards • W.3.2.a-d • L.3.1.d • L.3.2.b Secondary Standards • W.3.10 • SL.3.6 • L.3.1.a • L.3.1.b • L.3.1.c • L.3.1.i • L.3.2.e-g • L.3.3.a	Students will be able to: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Form and use regular and irregular verbs. Use commas in addresses.	 Apply all informational genre techniques to produce an informational writing piece Form and use regular and irregular verbs Use commas in addresses Produce sentences with correct capitalization, punctuation, and that make sense
Unit 6: Opinion Writing	April - May 6-8 weeks	Primary Standards • W.3.1.a-d • W.3.5 • L.3.1.e • L.3.2.d Secondary Standards • W.3.4 • W.3.6 • W.3.10 • SL.3.4 • SL.3.6 • L.3.2.e-g	• Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text they are writing about, state an opinion, and create an	 Choose an opinion based on text or an idea Write an introduction to share the opinion and get readers to care Glve reasons and evidence to support the opinion Use transition words to connect ideas and reasons Organize piece so that each part is about one thing

		• L.3.3.a	organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a conclusion. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Form and use possessives.	 Provide a thought or comment to conclude the piece Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit Form and use correct verb tenses Form and use possessives
Unit 7: Review	June 2-3 weeks	Primary Standards	Students will be able to: Write opinion pieces on topics or texts, supporting a point of view with reasons. Write informative/explanatory texts to	 Apply all opinion genre techniques to produce an opinion writing piece Apply all informational genre techniques to produce an informational writing piece Apply all narrative genre

• L.3.1.a-i • L.3.2.a-g • L.3.3.a	examine a topic and convey ideas and information clearly. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Review grammar: parts of speech, regular and irregular plural nouns, abstract nouns, regular and irregular verbs, verb tense, subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, coordinating and subordinating conjunctions, simple, compound, and complex sentences • Review mechanics: capitalize titles, commas in addresses, commas and quotation marks in dialogue, possessives, suffixes

	Instructional Unit Map
Course Title: Third Grade Writing	

	Unit 1 Workshop Introduction			Start Date:	September
Unit Title				Length of Unit:	3-4 weeks
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose W.3.10 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. L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. L.3.1.i Produce simple, compound, and complex sentences. Secondary Standards	Learning Goals	•	in which the develo appropriate to task Write routinely ove research, reflection revision) and shorte day or two) for a rai purposes, and audie Explain the function adjectives, and adve particular sentence Ensure subject-verb agreement.	r extended time frames (time for , metacognition/self-correction and er time frames (a single sitting or a nge of discipline-specific tasks, ences. In of nouns, pronouns, verbs, erbs in general and their functions in
	SL.3.1.a Explicitly draw on				

previously read text	or	
material and other		
information known	about	
the topic to explore	ideas	
under discussion.		
SL.3.1.b Follow agree		
norms for discussio	ns (e.g.,	
gaining the floor in		
respectful ways, list	=	
others with care, sp		
one at a time about	the	
topics and texts und	der	
discussion).		
SL.3.1.c Ask question	ons to	
check understandin	g of	
information present		
on topic, and link th		
comments to the re	marks of	
others.		
SL.3.1.d Explain the		
ideas and understar		
light of the discussion		
SL.3.3 Ask and answ	ver	
questions about infe		
from a speaker, offe	ering	
appropriate elabora	ation and	
detail.		
SL.3.6 Speak in com	· ·	
sentences when ap	•	
to task and situation		
to provide requeste	d detail	
or clarification.		
L.3.3.a Choose work	ds and	

Essential Questions	 phrases for effect. What is a writer's workshop? What do writers do? How can I generate ideas for writing 	ng?	
Assessments How will we know they have gained the knowledge & skills?	Formative Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records	Writer's Notebook Sentence/Paragraph samples	Alternative Author's celebration Gallery Walk Presentation (multimedia, poster, etc.) Portfolio
Unit Pre-Assessment(s) What do they already know?	 Narrative On-Demand Starting Position (background known) 	wledge)	
Instructional Strategies/Student	 Responsive Teaching Teacher Clarity (goals, expectation 	ns, criteria, assessment, etc.)	

Activities	 Scaffolding Mini Lessons/Anchor of Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice Multiple Drafts/pieces Conferring Provide detailed and s Peer revision/editing Use of checklists/rubri Graphic Organizers Technology Integration Learning Centers Problem Solving Small Group Instruction Flexible/Strategic grou 	pecific feedback c n on (skills, strategies, revision)		
Instructional/Assess ment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
(Modifications /Accommodations) –	Instructional	Instructional	Instructional	Instructional
planned for prior to	Pre-teach vocabulary	 Small group/ individual support 	 Small group/ individual support 	Tiered Assignments
instruction	vocabulary • Provide definitions	Consistent Lesson	Consistent Lesson	Assignments • Access to next
	of key terms in	structure	structure	grade level's
	·		Graphic Organizers	rubric/checklist

native language if available Small group/ individual support Consistent Lesson Structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional Time Simplify language for tasks/ directions Verbal and Visual examples/ directions Classroom buddy Allow oral responses Provide sentence frames Use of word wall/ spelling supports	 Graphic Organizers Provide immediate feedback Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples/ directions Classroom buddy Allow oral responses Provide sentence frames Use of word wall/ spelling supports Oral Prompts/ Cues No penalty for spelling errors Monitor on-task 	 Provide immediate feedback Additional time Reword/ Clarify directions Visual and verbal examples/ directions Provide sentence frames Use of word wall/ spelling supports Monitor on-task behavior Frequently check for understanding Assessments Provide/ allow use of writing tools Reword / clarify test directions Provide sentence frames Additional Time Allow retakes 	Peer leader/helper Assessments Tiered assessments Use of technology
Use of word wall/	spelling errors	Additional Time	

	 Monitor on-task behavior Frequently check for understanding Assessments Use native language for directions if available Reword / clarify test directions Provide sentence frames Additional Time Provide individual support Allow for dictation as needed 	 Provide/ allow use of writing tools Reword / clarify test directions Provide sentence frames Additional Time Allow retakes Allow for dictation as needed Modified grading 		
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	Learning Structures Group and Individual rou Students working at their independent writing Presenting materials in a Flexible Small Group instance Learning centers Conferencing Interactive Promethean	utines ir own pace during a variety of ways truction	 Expression (Products and/or Perfor Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics 	mance)

	 General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance Choice/Options Topic Choice Chromebook/Technology 		
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier III: develop, workshop, sentence, generate, idea Tier III: noun, pronoun, verb, adjective, adverb		
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs R - Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	ELA 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.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. RL.3.10. 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.		
	Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired		

	and wireless methods.		
21 st Century Themes/Skills	Themes	Skills	
P21 Framework	 Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020) 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 	 Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy 	
Resources/Materials	 Lucy Calkins' Crafting True Stories writing unit Prepare your own writer's notebook, including entries about memorable moments and special places. Mentor Texts - Various narrative text authors (Come on Rain by Karen Hesse, Roller Coaster by Marlee Fraze Grammar Practice - parts of speech, subject-verb and pronoun-antecedent agreement, simple, compound, a complex sentences Materials - Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, chromebook 		

	Instructional Unit Map				
Course Title: Third Gra	ade Writing				
	Unit 2 Narrative Writing			Start Date:	October - November
Unit Title				Length of Unit:	6-8 weeks
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.c Use temporal words and phrases to signal event order. W.3.3.d Provide a sense of closure. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. L.3.1.g Form and use comparative and superlative	Learning Goals		experiences or ever descriptive details, Establish a situation characters; organize naturally. Use dialogue and d feelings to develop response of charact Use temporal word Provide a sense of With guidance and develop and streng revising, and editing Form and use compand adverbs, and cl what is to be modifice.	s and phrases to signal event order. closure. support from peers and adults, then writing as needed by planning, g. parative and superlative adjectives noose between them depending on

adjectives and adverbs, and choose between them depending on what is to be modified. L.3.2.c Use commas and quotation marks in dialogue. **Secondary Standards** W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.8 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-correctio n and revision) and shorter

time frames (a single sitting

or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **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. **L.3.2.e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.2.f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **L.3.2.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3.a Choose words and

	phrases for effect.		
Essential Questions	 Why am I writing? How can I organize my writing? How do effective writers hook and hold their readers? How do I provide a sense of closure to my stories? How can I revise or edit my writing to make it stronger? What is narrative writing? How do we bring small moments to life? How does studying other writer's craft help us become better writers? 		
Assessments How will we know	Formative	Summative	Alternative
they have gained the knowledge & skills?	 Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records 	 Narrative writing pre-assessment Narrative writing post-assessment Published narrative piece 	 Author's celebration Gallery Walk Presentation (multimedia, poster, etc.) Portfolio

Unit Pre-Assessment(s)	 Narrative writing pre-assessment Starting Position (background knowledge) 		
What do they already know?			
Instructional Strategies/Student Activities	Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice Multiple Drafts/pieces Conferring Provide detailed and specific feedback Peer revision/editing Use of checklists/rubric Graphic Organizers Technology Integration Learning Centers Problem Solving Small Group Instruction (skills, strategies, revision) Flexible/Strategic grouping		
Instructional/Assess ment Scaffolds	English Language Learners Special Education Learners Struggling Learners Advanced Learners		

Modifications	Instructional	Instructional	Instructional	Instructional
Accommodations) –	Pre-teach	Small group/	Small group/	Tiered
planned for prior to	vocabulary	individual	individual support	Assignments
nstruction	 Provide definitions 	support	Consistent Lesson	 Access to next
	of key terms in	 Consistent Lesson 	structure	grade level's
	native language if	structure	 Graphic Organizers 	rubric/checklist
	available	 Graphic 	Provide immediate	• Peer
	Small group/	Organizers	feedback	leader/helper
	individual support	Provide	Additional time	Assessments
	 Consistent Lesson 	immediate	Reword/ Clarify	• Tiered
	Structure	feedback	directions	assessments
	 Graphic Organizers 	Shorten	Visual and verbal	Use of
	 Provide immediate 	Assignments	examples/	technology
	feedback	 Additional time 	directions	
	Shorten	 Reword/ Clarify 	Provide sentence	
	Assignments	directions	frames	
	 Additional Time 	 Verbal and Visual 	Use of word wall/	
	Simplify language	examples/	spelling supports	
	for tasks/ directions	directions	Monitor on-task	
	Verbal and Visual	 Classroom buddy 	behavior	
	examples/	Allow oral	Frequently check for	
	directions	responses	understanding	
	Classroom buddy	Provide sentence	Assessments	
	Allow oral	frames	Provide/ allow use	
	responses	Use of word wall/	of writing tools	
	Provide sentence	spelling supports	Reword / clarify test	
	frames	Oral Prompts/	directions	

frames

spelling supports

	 Oral Prompts/ Cues No penalty for spelling errors Monitor on-task behavior Frequently check for understanding Assessments Use native language for directions if available Reword / clarify test directions Provide sentence frames Additional Time Provide individual support Allow for dictation as needed 	 No penalty for spelling errors Monitor on-task behavior Frequently check for understanding Assessments Provide/ allow use of writing tools Reword / clarify test directions Provide sentence frames Additional Time Allow for dictation as needed Modified grading 	Additional Time Allow retakes	
Differentiated Instructional	Access (Resources and/or Proc	ess)	Expression (Products and/or Perform	nance)
Methods: (Multiple means for students to access content and multiple modes for student to	 Learning Structures Group and Individual re Students working at the independent writing Presenting materials in Flexible Small Group in 	eir own pace during a variety of ways	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics 	

express understanding)	 Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) 		
	 Peer assistance Choice/Options Topic Choice Chromebook/Technology 		
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: establish, describe, develop, plan, revise, edit, proofread, feedback, organize, hook/lead, event, sequence, ending, dialogue, sentence Tier III: personal narrative, setting, character, problem, detail, experience, temporal words, transitional words, comparative adjective, superlative adjective, comma, quotation mark		
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs R - Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	ELA 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.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. RL.3.10. 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. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.		
21st Century Themes/Skills P21 Framework	Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020) 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.	Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy	
Resources/Materials	 Lucy Calkins' Crafting True Stories writing unit "The Not So Wimpy Teacher" Narrative resources Narrative On Demand (Refer to ELA Resources Shared D 	Orive)	

- Narrative Rubric
- Narrative Checklist Illustrated
- Narrative Checklist
- Mentor Texts Various narrative text authors (Dancing in the Wings by Debbie Allen, The Relatives Came by Cynthia Rylant)
- Grammar Practice comparative and superlative adjectives and adverbs, commas and quotations in dialogue
- Conferring Record Sheet
- Materials Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, exemplars, chromebook

Instructional Unit Map					
Course Title: Third Grade Writing					
	Unit 3 Review			Start Date:	December
Unit Title				Length of Unit:	2-3 weeks
Content Standards What do we want	Primary Standards W.3.3.a Establish a situation Learning Goals Students will be able to: Write narratives to develop real or imagined		develop real or imagined		

them to know, understand, & do?	and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.c Use temporal words and phrases to signal event order. W.3.3.d Provide a sense of closure.	experiences or events using narrative technique, descriptive details, and clear event sequences. • Use coordinating and subordinating conjunctions. • Capitalize appropriate words in titles.
	events or show the	
	•	
	W.3.3.c Use temporal words	
	and phrases to signal event	
	order.	
	W.3.3.d Provide a sense of	
	L.3.1.h Use coordinating	
	and subordinating	
	conjunctions.	
	L.3.2.a Capitalize	
	appropriate words in titles.	
	Secondary Standards	
	W.3.10 Write routinely over	
	extended time frames (time	
	for research, reflection,	
	metacognition/self-correcti	
	on and revision) and	
	shorter time frames (a	
	single sitting or a day or	
	two) for a range of discipline-specific tasks,	
	purposes, and audiences.	
	purposes, and addiences.	

SL.3.6 Speak in complete	
sentences when	
appropriate to task and	
situation in order to provide	
requested detail or	
clarification.	
L.3.1.a Explain the function	
of nouns, pronouns, verbs,	
adjectives, and adverbs in	
general and their functions	
in particular sentences.	
L.3.1.g Form and use	
comparative and	
superlative adjectives and	
adverbs, and choose	
between them depending	
on what is to be modified.	
L.3.1.i Produce simple,	
compound, and complex	
sentences.	
L.3.2.c Use commas and	
quotation marks in	
dialogue.	
L.3.2.e Use conventional	
spelling for high-frequency	
and other studied words	
and for adding suffixes to	
base words (e.g., sitting,	
smiled, cries, happiness).	
L.3.2.f Use spelling patterns	
and generalizations (e.g.,	
word families,	
position-based spellings,	

	syllable patterns, ending rules, meaningful word parts) in writing words. L.e.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3a Choose words and phrases for effect.		
Essential Questions	 What is narrative writing? How can I revise or edit my wr How can I use conjunctions? How can I use correct capitaliz 		
Assessments How will we know	Formative	Summative	Alternative
they have gained the knowledge & skills?	 Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion 	 Narrative writing post-assessment Published narrative piece 	 Author's celebration Gallery Walk Presentation (multimedia, poster, etc.) Portfolio

Unit Pre-Assessment(s) What do they	 Quick Writes Anecdotal records Starting Position (background knowledge) Narrative on-demand
Instructional Strategies/Student Activities	Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice Multiple Drafts/pieces Conferring Provide detailed and specific feedback Peer revision/editing Use of checklists/rubric Graphic Organizers Technology Integration Learning Centers Problem Solving Small Group Instruction (skills, strategies, revision) Flexible/Strategic grouping

Instructional/Assess ment Scaffolds (Modifications	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Instructional	Instructional	Instructional	Instructional
/Accommodations) – planned for prior to instruction	 Pre-teach vocabulary Provide definitions of key terms in native language if available Small group/ individual support Consistent Lesson Structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional Time Simplify language for tasks/ directions Verbal and Visual examples/ directions 	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples/ directions Classroom buddy Allow oral responses Provide sentence frames Use of word wall/ spelling supports Oral Prompts/ Cues	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Additional time Reword/ Clarify directions Visual and verbal examples/ directions Provide sentence frames Use of word wall/ spelling supports Monitor on-task behavior Frequently check for understanding Assessments Provide/ allow use of writing tools Reword / clarify test	Instructional Tiered Assignments Access to next grade level's rubric/checklist Peer leader/helper Assessments Tiered assessments Use of technology

	 	T	
Allow oral	No penalty for	 Provide sentence 	
responses	spelling errors	frames	
 Provide sentence 	Monitor on-task	 Additional Time 	
frames	behavior	 Allow retakes 	
Use of word wall/	Frequently check		
spelling supports	for understanding		
Oral Prompts/	Assessments		
Cues	Provide/ allow use		
 No penalty for 	of writing tools		
spelling errors	Reword / clarify		
 Monitor on-task 	test directions		
behavior	Provide sentence		
Frequently check	frames		
for understanding	Additional Time		
Assessments	Allow retakes		
Use native	Allow for dictation		
language for	as needed		
directions if	Modified grading		
available			
Reword / clarify			
test directions			
Provide sentence			
frames			
Additional Time			
Provide individual			
support			
Allow for dictation			
as needed			

Differentiated	Access (Resources and/or Process)	Expression (Products and/or Performance)	
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Learning Structures Group and Individual routines Students working at their own pace during independent writing Presenting materials in a variety of ways Flexible Small Group instruction Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance Choice/Options Topic Choice Chromebook/Technology 	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics 	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: establish, describe, develop, plan, revise, edit, proofread, feedback, organize, hook/lead, event, sequence, ending, dialogue, sentence Tier III: personal narrative, setting, character, problem, detail, experience, temporal words, transitional words, coordinating conjunction, subordinating conjunction		
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs		

	R - Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	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.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade leve text-complexity or above, with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.		
21st Century Themes/Skills P21 Framework	Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020) 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.DC.4: Model safe, legal, and ethical behavior	 Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy 	

	 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
Resources/Materials	 Lucy Calkins' Crafting True Stories writing unit "The Not So Wimpy Teacher" Narrative resources Narrative On Demand (Refer to ELA Resources Shared Drive) Narrative Rubric Narrative Checklist Illustrated Narrative Checklist Grammar Practice - coordinating conjunctions, subordinating conjunctions, capitalize titles

	Instructional Unit Map							
Course Title: Third Gr	Course Title: Third Grade Writing							
	Unit 4 Informational Writing			Start Date:	January - February			
Unit Title				Length of Unit:	6-8 weeks			
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.2.a Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension W.3.2.b Develop the topic with facts, definitions, and details. W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.d Provide a conclusion.	Learning Goals		and convey ideas and Introduce a topic artogether; include to diagrams, captions) comprehension. Develop the topic was used linking words a more, but) to connecting the conclusion with guidance and develop and streng revising, and editing Conduct short reseas about a topic.	support from peers and adults, then writing as needed by planning,			

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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. L.3.1.b Form and use regular and irregular plural nouns. L.3.1.c Use abstract nouns (e.g., childhood).	information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood).
Secondary Standards W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.6 With guidance and support from adults, use technology to produce and	

publish writing as well as to interact and collaborate

with others. W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correctio n and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **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.3.4** 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.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details **SL.3.6** Speak in complete sentences when appropriate

	to task and situation in order to provide requested detail or clarification. L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3.a Choose words and phrases for effect.	
Essential Questions	 Why am I writing? How can I organize my writing? How can I generate ideas for my writing? How do effective writers hook and hold their rea How do I provide a sense of closure to my stories How can I revise or edit my writing to make it str What is informational writing? How does studying other writer's craft help us be 	s? onger?

Assessments How will we know	Formative	Summative	Alternative
they have gained the knowledge & skills?	 Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records 	 Informational writing pre-assessment Informational writing post-assessment Published informational piece 	 Author's celebration Gallery Walk Presentation Book <u>Creator</u> Portfolio
Unit Pre-Assessment(s) What do they already know?	 Informational writing pre-asse Starting Position (background) 		
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expecta Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling 	tions, criteria, assessment, etc.)	

	Flexible/Strategic group	specific feedback ic on (skills, strategies, revision)		
Instructional/Assess ment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
(Modifications				
/Accommodations) –	Instructional	Instructional	Instructional	Instructional
planned for prior to	Pre-teach	Small group/	Small group/	• Tiered
instruction	vocabulary	individual support	individual support	Assignments
	Provide definitions of key terms in	Consistent Lesson	Consistent Lesson	Access to next are de level's
	of key terms in native language if	structure • Graphic	structure • Graphic	grade level's rubric/checklist
	available	Organizers	Organizers	Peer leader/helper
	Small group/	Provide	Provide	Assessments
	individual support	immediate	immediate	Tiered assessments
	Consistent Lesson	feedback	feedback	 Use of technology
	Structure		Additional time	<u>,</u>

	Graphic Organizers	 Shorten 	Reword/ Clarify
	 Provide immediate 	Assignments	directions
	feedback	 Additional time 	Visual and verbal
	Shorten	 Reword/ Clarify 	examples/
	Assignments	directions	directions
	 Additional Time 	 Verbal and Visual 	Provide sentence
	 Simplify language 	examples/	frames
	for tasks/	directions	Use of word wall/
	directions	Classroom buddy	spelling supports
	 Verbal and Visual 	Allow oral	Monitor on-task
	examples/	responses	behavior
	directions	 Provide sentence 	Frequently check
	 Classroom buddy 	frames	for understanding
	Allow oral	 Use of word wall/ 	Assessments
	responses	spelling supports	Provide/ allow use
	 Provide sentence 	Oral Prompts/	of writing tools
	frames	Cues	Reword / clarify
	Use of word wall/	 No penalty for 	test directions
	spelling supports	spelling errors	Provide sentence
	Oral Prompts/	 Monitor on-task 	frames
	Cues	behavior	Additional Time
	 No penalty for 	Frequently check	Allow retakes
	spelling errors	for understanding	
	 Monitor on-task 	Assessments	
	behavior	 Provide/ allow use 	
	Frequently check	of writing tools	
	for understanding	Reword / clarify	
	Assessments	test directions	

Differentiated	 Use native language for directions if available Reword / clarify test directions Provide sentence frames Allow for dictation as needed Modified grading Modified grading Additional Time Provide individual support Allow for dictation as needed Access (Resources and/or Process)	Expression (Products and/or Performance)
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Learning Structures Group and Individual routines Students working at their own pace during independent writing Presenting materials in a variety of ways Flexible Small Group instruction Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance 	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics

Vacabularu	Choice/Options Topic Choice Chromebook/Technology Tier III informative (explanatory topic research notes draft recovered)	wise edit craft elaborate subtonis canitalization			
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: informative/explanatory, topic, research, notes, draft, revise, edit, craft, elaborate, subtopic, capitalization, punctuation, spelling conventions Tier III: text & graphic features, works cited, plagiarism, plural noun, abstract noun				
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs R - Students publish their work online				
Interdisciplinary Connections NJ Student Learning Standards	ELA 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.3.4. 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.				
21st Century Themes/Skills P21 Framework	Themes	Skills			

Glo	hal	IΔ	wa	ren	ودد

- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
 O+
- Understanding other nations and cultures, including the use of non-English languages O

Career Readiness, Life Literacies, and Key Skills (2020)

- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Communication, Technology Literacy

Resources/Materials

- Lucy Calkins' Informational Writing Unit
- "The Not So Wimpy Teacher" Informational resources
- <u>Book Creator</u> for publishing
- Informational On Demand (Refer to ELA Resources Shared Drive)
- Informational Rubric
- Informational Checklist Illustrated
- Informational Checklist

- Mentor Texts National Geographic for Kids, Sports Illustrated for Kids, and DK Readers (especially the early chapter book varieties) Dangerous Animals by Melissa Stewart (found in your writing trade book pack) or another book of your choice that will be studied throughout the unit during mini-lessons.
- Prepare your own information book, a text that will serve as a demonstration text for your students throughout the unit. Choose a topic in which you feel you are an expert. Give yourself time to explore it in writing.
- Grammar Practice regular and irregular plural nouns, abstract nouns
- Conferring Record Sheet
- Materials Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, exemplars, chromebook

	Instructional Unit Map							
Course Title: Third Gr	Course Title: Third Grade Writing							
	Unit 5 Review			Start Date:	March			
Unit Title				Length of Unit:	2-3 weeks			
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.2.a Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.b Develop the topic with facts, definitions, and details. W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.d Provide a conclusion. L.3.1.d Form and use regular and irregular verbs. L.3.2.b Use commas in addresses.	Learning Goals	•	and convey ideas ar	explanatory texts to examine a topic and information clearly. ar and irregular verbs. resses.			

Secondary Standards W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correctio n and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1.b** Form and use regular and irregular plural nouns. **L.3.1.c** Use abstract nouns (e.g., childhood). L.3.1.i Produce simple, compound, and complex sentences. **L.3.2.e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled,

Essential Questions	cries, happiness). L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3.a Choose words and phrases for effect. • What is informational writing? • How can I revise or edit my wr		
	How can I use regular and irre How can I use commas in addr	gular verbs?	
Assessments How will we know	Formative	Summative	Alternative
they have gained the knowledge & skills?	 Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk 	 Informational writing post-assessment Published informational piece 	 Author's celebration Gallery Walk Presentation (multimedia, poster, etc.) Portfolio

	 Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records
Unit Pre-Assessment(s) What do they already know?	 Starting Position (background knowledge) Informational on-demand
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice Multiple Drafts/pieces Conferring Provide detailed and specific feedback Peer revision/editing Use of checklists/rubric Graphic Organizers

	 Technology Integration Learning Centers Problem Solving Small Group Instruction (skills, strategies, revision) Flexible/Strategic grouping 				
Instructional/Assess ment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners	
(Modifications /Accommodations) – planned for prior to instruction	Instructional Pre-teach vocabulary Provide definitions of key terms in native language if available Small group/ individual support Consistent Lesson Structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional Time Simplify language for tasks/ directions	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples/ directions Classroom buddy Allow oral responses	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Additional time Reword/ Clarify directions Visual and verbal examples/ directions Provide sentence frames Use of word wall/ spelling supports Monitor on-task behavior	Instructional Tiered Assignments Access to next grade level's rubric/checklist Peer leader/helper Assessments Tiered assessments Use of technology	

 Verbal and Visual	Provide sentence	Frequently check	
examples/	frames	for understanding	
directions	Use of word wall/	Assessments	
 Classroom buddy 	spelling supports	Provide/ allow use	
Allow oral	Oral Prompts/	of writing tools	
responses	Cues	Reword / clarify	
Provide sentence	No penalty for	test directions	
frames	spelling errors	Provide sentence	
Use of word wall/	Monitor on-task	frames	
spelling supports	behavior	Additional Time	
Oral Prompts/ Cues	Frequently check	Allow retakes	
No penalty for	for understanding	, mow retailes	
spelling errors	Assessments		
Monitor on-task	Provide/ allow		
behavior	use of writing		
Frequently check	tools		
for understanding	Reword / clarify		
Assessments	test directions		
Use native	Provide sentence		
language for	frames		
directions if	Additional Time		
available	Allow retakes		
 Reword / clarify test directions 	Allow for dictation as		
Provide sentence	needed		
frames	 Modified grading 		
Additional Time			
Provide individual			
support			

	Allow for dictation as needed				
Differentiated	Access (Resources and/or Process)	Expression (Products and/or Performance)			
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Learning Structures Group and Individual routines Students working at their own pace during independent writing Presenting materials in a variety of ways Flexible Small Group instruction Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance Choice/Options Topic Choice Chromebook/Technology 	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics 			
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: informative/explanatory, topic, research, notes, draft, revise, edit, craft, elaborate, subtopic, capitalization, punctuation, spelling conventions Tier III: text & graphic features, works cited, plagiarism, plural noun, abstract noun				
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)				

	A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs R - Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	ELA 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.3.4. 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.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.		
21st Century	Themes	Skills	
Themes/Skills P21 Framework	Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020)	 Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy 	

	 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance 9.4.5.TL.3: Format a document using a word 	
	processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.	
Resources/Materials	graphics, or symbols. Lucy Calkins' Informational Writing Unit "The Not So Wimpy Teacher" Informational resources Informational On Demand Informational Rubric (Refer to ELA Resources Shared Drive) Informational Checklist Illustrated Informational Checklist Grammar Practice - regular and irregular verbs, commas in addresses	

Instructional Unit Map					
Course Title: Third Gra	Course Title: Third Grade Writing				
	Unit 6 Opinion Writing	Start Date:	April - May		

Unit Title				Length of Unit:	6-8 weeks
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.b Provide reasons that support the opinion. W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.d Provide a conclusion. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.2.d Form and use possessives. Secondary Standards W.3.4 With guidance and support from adults,	Learning Goals	•	point of view with r Introduce the topic state an opinion, an structure that lists r Provide reasons tha Use linking words a therefore, since, for reasons. Provide a conclusion With guidance and develop and strength revising, and editing	or text they are writing about, and create an organizational reasons. It support the opinion. Ind phrases (e.g., because, rexample) to connect opinion and in. In support from peers and adults, then writing as needed by planning, imple (e.g., I walked; I walk; I will

produce writing in which the development and organization are appropriate to task and purpose. 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.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correcti on and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **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. L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3.a Choose words and phrases for effect.			
Essential Questions	 What is opinion writing? How do we write persuasively What is the difference betwe How does studying other write How can I revise or edit my well What strategies will I use to help 	en fact and opinior er's craft help us b riting to make it st	ecome better writers? ronger?	
Assessments How will we know	Formative		Summative	Alternative
they have gained the knowledge & skills?	Daily student independent writing	Opinion	writing pre-assessment	Author's celebration

Unit Pre-Assessment(s) What do they already know?	 Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records Gallery Walk Presentation Trifold project Portfolio
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice

	 Multiple Drafts/piece Conferring Provide detailed and Peer revision/editing Use of checklists/rub Graphic Organizers Technology Integration Learning Centers Problem Solving Small Group Instruct Flexible/Strategic group 	specific feedback ric on ion (skills, strategies, revision)		
Instructional/Assess ment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
(Modifications				
/Accommodations) –	Instructional	Instructional	Instructional	Instructional
planned for prior to	Pre-teach	Small group/	Small group/	Tiered
instruction	vocabulary	individual support	individual support	Assignments
	Provide	 Consistent Lesson 	Consistent Lesson	 Access to next
	definitions of key	structure	structure	grade level's
	terms in native	Graphic Organizers	Graphic Organizers	rubric/checklist
	language if	 Provide immediate 	Provide immediate	• Peer
	available	feedback	feedback	leader/helper
	Small group/	Shorten	Additional time	Assessments
	individual support	Assignments	Reword/ Clarify	Tiered
	Consistent Lesson	 Additional time 	directions	assessments
	Structure	 Reword/ Clarify 	Visual and verbal	• Use of
	Graphic	directions	examples/	technology
	Organizers		directions	

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Provide	 Verbal and Visual 	Provide sentence	
immediate	examples/	frames	
feedback	directions	Use of word wall/	
Shorten	 Classroom buddy 	spelling supports	
Assignments	Allow oral	Monitor on-task	
 Additional Time 	responses	behavior	
 Simplify language 	Provide sentence	Frequently check	
for tasks/	frames	for understanding	
directions	Use of word wall/	Assessments	
 Verbal and Visual 	spelling supports	Provide/ allow use	
examples/	Oral Prompts/ Cues	of writing tools	
directions	No penalty for	Reword / clarify test	
Classroom buddy	spelling errors	directions	
Allow oral	Monitor on-task	Provide sentence	
responses	behavior	frames	
Provide sentence	Frequently check	Additional Time	
frames	for understanding	Allow retakes	
Use of word wall/	Assessments		
spelling supports	 Provide/ allow use 		
Oral Prompts/	of writing tools		
Cues	Reword / clarify		
No penalty for	test directions		
spelling errors	Provide sentence		
 Monitor on-task 	frames		
behavior	Additional Time		
Frequently check	Allow retakes		
for understanding	Allow for dictation		
Assessments	as needed		
	 Modified grading 		
ı .	1	i l	

	 Use native language for directions if available Reword / clarify test directions Provide sentence frames Additional Time Provide individual support Allow for dictation as needed 	
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	Learning Structures Group and Individual routines Students working at their own pace during independent writing Presenting materials in a variety of ways Flexible Small Group instruction Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics

Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	 Choice/Options Topic Choice Chromebook/Technology Tier II: opinion, fact, develop, draft, revise, edit, craft, elaborate Tier III: reasons, evidence, persuasive, verb tense, possessive 		
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs R - Students publish their work online		
Interdisciplinary Connections NJ Student Learning Standards	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.3.6. Distinguish their own point of view from that of the author of a text. RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.		
21st Century Themes/Skills P21 Framework	Themes Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions	Skills • Flexibility and Adaptability • Initiative and Self-Direction	

	 and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ • Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020) • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. • 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology • 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 	 Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy 	
Resources/Materials	 Opinion Rubric Opinion Checklist Illustrated Opinion Checklist (Refer to ELA Resources Shared Drive) Mentor Texts - Don't Feed the Bear by Kathleen Dothers The Big Bed by Bunmi Laditan 	Lucy Calkins' Opinion Writing Unit "The Not So Wimpy Teacher" Opinion resources Brochure trifold Project Opinion On Demand (Refer to ELA Resources Shared Drive) Opinion Rubric Opinion Checklist Illustrated Opinion Checklist (Refer to ELA Resources Shared Drive) Mentor Texts - Don't Feed the Bear by Kathleen Dothery, Don't Let the Pigeon Drive the Bus by Mo Williams, The Big Bed by Bunmi Laditan Prepare your own opinion piece, this will serve as a demonstration text for your students throughout the unit. Grammar Practice - verb tense, possessives	

• Materials - Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, exemplars, chromebook

	Instructional Unit Map				
Course Title: Third Gr	ade Writing				
	Unit 7 Review			Start Date:	June
Unit Title				Length of Unit:	2-3 weeks
Content Standards What do we want them to know, understand, & do?	Primary Standards W.3.1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.b Provide reasons that support the opinion. W.3.1.c Use linking words and phrases (e.g., because,	Learning Goals		point of view with r Write informative/ and convey ideas ar Write narratives to experiences or ever descriptive details, Explain the functior	es on topics or texts, supporting a reasons. explanatory texts to examine a topic and information clearly. develop real or imagined ants using narrative technique, and clear event sequences. n of nouns, pronouns, verbs, erbs in general and their functions in

therefore, since, for example)	particular sentences.
to connect opinion and	
reasons.	
W.3.1.d Provide a conclusion.	
W.3.2.a Introduce a topic and	
group related information	
together; include text	
features (e.g.: illustrations,	
diagrams, captions) when	
useful to support	
comprehension.	
W.3.2.b Develop the topic	
with facts, definitions, and	
details.	
W.3.2.c Use linking words	
and phrases (e.g., also,	
another, and, more, but) to	
connect ideas within	
categories of information.	
W.3.2.d Provide a conclusion.	
W.3.3.a Establish a situation	
and introduce a narrator	
and/or characters; organize	
an event sequence that	
unfolds naturally.	
W.3.3.b Use dialogue and	
descriptions of actions,	
thoughts, and feelings to	
develop experiences and	
events or show the response	
of characters to situations.	
W.3.3.c Use temporal words	

and phrases to signal event order. W.3.3.d Provide a sense of closure. **L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **Secondary Standards** 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. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.3.1.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1.b** Form and use regular

and irregular plural nouns. **L.3.1.c** Use abstract nouns

(e.g., childho	ood).		
L.3.1.d Form	and use regular		
and irregular	verbs.		
L.3.1.e Form	and use the		
simple (e.g.,	I walked; I walk; I		
will walk) vei	rb tenses.		
L.3.1.f Ensur	e subject-verb		
and pronoun	n-antecedent		
agreement.			
L.3.1.g Form	and use		
comparative	and superlative		
adjectives ar	nd adverbs, and		
choose betw	een them		
,	n what is to be		
modified.			
	coordinating and		
	g conjunctions.		
L.3.1.i Produ	•		
compound, a	and complex		
sentences.			
	alize appropriate		
words in title			
L.3.2.b Use of	commas in		
addresses.			
L.3.2.c Use c			
	arks in dialogue.		
L.3.2.d Form	and use		
possessives.			
L.3.2.e Use of			
	nigh-frequency		
	udied words and		
-	iffixes to base		
words (e.g.,	sitting, smiled,		

Essential Questions	cries, happiness). L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.3.a Choose words and phrases for effect. What is opinion writing? What is informational writing? What is narrative writing? How can I revise or edit my wr		ronger?	
Assessments How will we know they have gained the knowledge & skills?	Formative Daily student independent writing Checklists Student conferencing Student Observation Graphic Organizers Exit Tickets Turn and Talk Hand signals to show understanding	• Respons	Summative ses to prompts	Alternative Author's celebration Gallery Walk Presentation Portfolio

	 Student Self-Assessment/Reflection Class Discussion Quick Writes Anecdotal records
Unit Pre-Assessment(s) What do they already know?	 Starting Position (background knowledge) Opinion on-demand
Instructional Strategies/Student Activities	 Responsive Teaching Teacher Clarity (goals, expectations, criteria, assessment, etc.) Scaffolding Mini Lessons/Anchor Charts Direct Instruction Mentor Texts Modeling Guided Practice Brainstorming Active Participation Independent Practice Multiple Drafts/pieces Conferring Provide detailed and specific feedback Peer revision/editing Use of checklists/rubric Graphic Organizers Technology Integration Learning Centers

Instructional/Assess	 Problem Solving Small Group Instructio Flexible/Strategic group English Language Learners 	n (skills, strategies, revision) Ding Special Education	Struggling Learners	Advanced Learners
Instructional/Assess ment Scaffolds (Modifications /Accommodations) — planned for prior to instruction	Instructional Pre-teach vocabulary Provide definitions of key terms in native language if available Small group/ individual support Consistent Lesson Structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional Time Simplify language for tasks/ directions	Instructional Small group/individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Shorten Assignments Additional time Reword/ Clarify directions Verbal and Visual examples/directions	Instructional Small group/ individual support Consistent Lesson structure Graphic Organizers Provide immediate feedback Additional time Reword/ Clarify directions Visual and verbal examples/ directions Provide sentence frames Use of word wall/ spelling supports Monitor on-task	Instructional Tiered Assignments Access to next grade level's rubric/checklist Peer leader/helper Assessments Tiered assessments Use of technology
	Verbal and Visual examples/ directionsClassroom buddy	Classroom buddyAllow oral responses	behavior • Frequently check for understanding Assessments	

 Allow oral responses Provide sentence frames Use of word wall/spelling supports Oral Prompts/ Cues No penalty for spelling errors Monitor on-task behavior Frequently check for understanding Assessments Use native language for directions if available Reword / clarify test directions Provide sentence frames Additional Time Provide individual support Allow for dictation as needed 	 Provide sentence frames Use of word wall/ spelling supports Oral Prompts/ Cues No penalty for spelling errors Monitor on-task behavior Frequently check for understanding Assessments Provide/ allow use of writing tools Reword / clarify test directions Provide sentence frames Additional Time Allow retakes Allow for dictation as 	 Provide/ allow use of writing tools Reword / clarify test directions Provide sentence frames Additional Time Allow retakes 	
	needed Modified grading		

Differentiated	Access (Resources and/or Process)	Expression (Products and/or Performance)	
Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	 Learning Structures Group and Individual routines Students working at their own pace during independent writing Presenting materials in a variety of ways Flexible Small Group instruction Learning centers Conferencing Interactive Promethean Board Activities General/Specific/Individual Help Options Manipulatives Reference Materials (writer's notebook, anchor charts, rubrics, checklists) Peer assistance Choice/Options Topic Choice Chromebook/Technology 	 Multiple writing pieces Rubrics/Checklists Success Criteria Assessment Retakes Choice of topics 	
Vocabulary Highlight key	Tier II: narrative, informational, opinion, draft, edit, revise, ca	apitalize, comma	
vocabulary (both Tier II and Tier III words)	Tier III: noun, verb, pronoun, adverb, adjective, plural noun, verb tense, subject-verb agreement, pronoun-antecedent agreement, comparative adjective and adverb, superlative adjective and adverb, coordinating conjunction, simple sentence, compound sentence, complex sentence, dialogue, possessives, suffix		
Integration of Technology SAMR	S - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) A - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos M - Students collaborate in Slides or Docs		

	R - Students publish their work online	
Interdisciplinary Connections NJ Student Learning Standards	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. RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. Computer Science and Design Thinking (2020) 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.	
21st Century Themes/Skills P21 Framework	Global Awareness Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. O+ Understanding other nations and cultures, including the use of non-English languages O Career Readiness, Life Literacies, and Key Skills (2020) 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.DC.4: Model safe, legal, and ethical behavior	 Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information, Communication, Technology Literacy
	 9.4.5.DC.4. Model sale, legal, and ethical behavior when using online or offline technology 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page 	

	formatting, and include appropriate images, graphics, or symbols.
Resources/Materials	 Lucy Calkins Informational Writing Unit Lucy Calkins Opinion Writing Unit Lucy Calkins Narrative Writing Unit Grammar Practice - Review all grammar and mechanics