

2015-2016 Third Grade Overview: Writing

Month(s)	Unit	Key Concepts “Students will know...”	Key Skills “Students will be able to...”
September November	Unit 1: Crafting True Stories	<ul style="list-style-type: none"> How to generate ideas How to choose a topic How to add details to make their stories come to life How to add dialogue and use quotation marks How to use paragraphs to separate ideas How to evaluate their own writing and that of others to make improvements 	<ul style="list-style-type: none"> Collect full-page entries in their notebooks daily. Engage in close reading of complex mentor texts in order to learn more about narrative craft Annotate the qualities in mentor texts they wish to replicate Reread their writing, and think, “What’s the work I’m going to do next?” Create a personal goal based on reflections and feedback. Use student-facing checklists as a guide to improve their writing and set goals Develop an increasing independence as writers. Increase the volume and the quality of their writing
November	Unit 2: Baby Literary Essays	<ul style="list-style-type: none"> How to respect each other’s opinions about literature and that this is a subjective writing piece—an opinion writing piece To help the thesis statement grow, they must support it with evidence from the text and give examples 	<ul style="list-style-type: none"> Write a page or more about different categories within one topic Add supporting reasons for their thinking and convince others to think the same way they think about a book Use various checklists to help them set goals for themselves as well as edit their work independently and in partnerships
December January	Unit 3: The Art of Informational Writing	<ul style="list-style-type: none"> How to generate expert ideas Gather observations, questions, and then research to support thinking with evidence Add accurate and specific details, as well as diagrams and nonfiction text features Use what they know to draw the reader in to read more about their topic 	<ul style="list-style-type: none"> Collect writing notebook entries in order to think about their nonfiction topic in different ways Partners talk about their topics to revise and add more Add expert bolded words to define in a glossary Explain some ideas, observations, and facts about the topic
January March	Unit 4: Literary Essays	<ul style="list-style-type: none"> The structure of an essay Essay writers use evidence from a text to support their ideas. Essay writers use linking phrases to connect their ideas. Essays are based on a big idea or theory about a text or texts. Essays end with concluding statements. 	<ul style="list-style-type: none"> With support, develop ideas and theories about a text or texts. Organize their reasons and examples with boxes and bullets. Develop their ideas using linking words. Write a concluding statement to end their essay.
March	Unit 5: Test Sophistication	<ul style="list-style-type: none"> Various test-taking strategies How to write a traditional 5-paragraph essay in order to completely answer an extended response question, citing specific examples from one or multiple texts 	<ul style="list-style-type: none"> Make written responses for both extended and short answer questions focused on short texts in each topic: <ul style="list-style-type: none"> Narrative Opinion/Persuasive Informational Read and reread to find and cite specific information from the provided text Use specific test-taking strategies
April	Unit 6: Writing Like a Poet	<ul style="list-style-type: none"> How to generate ideas for possible poems How to turn prose into poems How to use line breaks and word choice to create mood and imagery in poems add How to evaluate their own and the writing of others to make improvements 	<ul style="list-style-type: none"> Collect observations and emotional memories in their notebooks Work with partners to explore and analyze poems Determine which of their entries would make good poems; make selections Draft 1-2 poems which they will revise, edit, and publish
April May	Unit 7: Writing About Research	<ul style="list-style-type: none"> That using different types of record-keeping formats and note-taking formats can help them to grow ideas Returning to research helps you to group related information in helpful ways Revising using mentor texts can allow you to improve your writing Receiving feedback and sharing can help us to convey a stronger meaning 	<ul style="list-style-type: none"> Grow ideas and use a variety of note-taking formats Plan a table of contents and chapters to practice various writing structures Elaborate on ideas by citing specific evidence to support them Add headings, subheadings, diagrams, introductions, and conclusions to their pieces Revise their work based on peer feedback
June	Unit 8: Choice of Genre Once Upon A Time: Adapting and Writing Fairy Tales Or Realistic Fiction	<ul style="list-style-type: none"> Fairy tale format: good vs. evil There are many fairy tale adaptations and you can write an adaptation of an adaptation. Magic happens in fairy tales There is sometimes a narrator in fairy tales to help move the story along Fiction stories have characters, setting and plot. Writers can use mentor texts or social issues to get ideas for stories. 	<ul style="list-style-type: none"> Tell a fairy tale story based on one that they have read. They will be able to change some elements and keep others the same Identify what a fairy tale is and use elements to create their own story Students will plan and organize their story identifying the character, setting, problem and solution. Use a variety of description, dialogue, thought and small

		<ul style="list-style-type: none">• The structure of the genre.• The different stages of the writing process.	<p>action to develop character and set pacing.</p> <ul style="list-style-type: none">• Write a conclusion that connects all the ideas to the plot.
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