

# PITTSGROVE TOWNSHIP SCHOOL DISTRICT



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

## 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.

<b>NJ Administrative Code and Statutes Key</b>
<b>^=Amistad Law</b> <b>O=Diversity &amp; Inclusion Law</b> <b>&lt;&gt;=Holocaust</b> <b>+ =LGBT and Disabilities Law</b> <b>*=AAPI (Asian American and Pacific Islanders)</b> <b>\$=Financial Literacy</b> <b>Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.</b>

### **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
<p><b>Unit 1: Workshop Introduction</b></p>	<p>September 2-3 weeks</p>	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.4</li> <li>● W.3.10</li> <li>● L.3.1.a</li> <li>● L.3.1.f</li> <li>● L.3.1.i</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● SL.3.1.a-d</li> <li>● SL.3.3</li> <li>● SL.3.6</li> <li>● L.3.3.a</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● 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.</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>● Ensure subject-verb and</li> </ul>	<p><b>Launching Workshop</b></p> <ul style="list-style-type: none"> <li>● Generate ideas relevant to purpose and based on experiences</li> <li>● Review workshop structure and routines</li> </ul> <p><b>Grammar/Mechanics</b></p> <ul style="list-style-type: none"> <li>● Review all parts of speech (noun, pronoun, verb, adjective, adverb)</li> <li>● Produce sentences using different parts of speech</li> <li>● Produce sentences with correct subject-verb and pronoun-antecedent agreement</li> <li>● Produce simple, compound, and complex sentences</li> </ul>

			<p>pronoun-antecedent agreement.</p> <ul style="list-style-type: none"> <li>● Produce simple, compound, and complex sentences.</li> </ul>	
<b>Unit 2: Narrative Writing</b>	October - November 6-8 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.3.a-d</li> <li>● W.3.5</li> <li>● L.3.1.g</li> <li>● L.3.2.c</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.4</li> <li>● W.3.6</li> <li>● W.3.8</li> <li>● W.3.10</li> <li>● SL.3.4</li> <li>● SL.3.6</li> <li>● L.3.2.e-g</li> <li>● L.3.3.a</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● Use temporal words and phrases to signal event order.</li> <li>● Provide a sense of closure.</li> <li>● With guidance and support from peers and</li> </ul>	<ul style="list-style-type: none"> <li>● Generate ideas relevant to purpose and based on experiences</li> <li>● Produce a story about one time, telling bit by bit</li> <li>● Write a beginning that establishes the characters and setting</li> <li>● Use dialogue and details to develop experiences and bring the story to life</li> <li>● Use transition words to tell the story in order</li> <li>● Use action, talk, or feeling to conclude the story</li> <li>● Use paragraphs to organize the story</li> <li>● Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit</li> <li>● Use comparative and superlative adjectives correctly in sentences</li> <li>● Use commas and quotation marks in dialogue</li> </ul>

			<p>adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>● Use commas and quotation marks in dialogue.</li> </ul>	
<b>Unit 3: Review</b>	December 2-3 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.3.a-d</li> <li>● L.3.1.h</li> <li>● L.3.2.a</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.10</li> <li>● SL.3.6</li> <li>● L.3.1.a</li> <li>● L.3.1.g</li> <li>● L.3.1.i</li> <li>● L.3.2.c</li> <li>● L.3.2.e-g</li> <li>● L.3.3.a</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Use coordinating and subordinating conjunctions.</li> <li>● Capitalize appropriate words in titles.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply all narrative genre techniques to produce a narrative writing piece</li> <li>● Identify and use coordinating and subordinating conjunctions</li> <li>● Use capitalization in titles</li> <li>● Produce sentences with correct capitalization, punctuation, and that make sense</li> </ul>
<b>Unit 4: Informational Writing</b>	January - February 6-8 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.2.a-d</li> <li>● W.3.5</li> <li>● W.3.7</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write informative/ explanatory texts to examine a topic and</li> </ul>	<ul style="list-style-type: none"> <li>● Choose a topic to teach the reader about</li> <li>● Write an introduction</li> <li>● Research the topic to build</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>W.3.8</b></li> <li>● <b>L.3.1.b</b></li> <li>● <b>L.3.1.c</b></li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● <b>W.3.4</b></li> <li>● <b>W.3.6</b></li> <li>● <b>W.3.10</b></li> <li>● <b>SL.3.2</b></li> <li>● <b>SL.3.4</b></li> <li>● <b>SL.3.5</b></li> <li>● <b>SL.3.6</b></li> <li>● <b>L.3.2.e-g</b></li> <li>● <b>L.3.3.a</b></li> </ul>	<p>convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>● Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</li> <li>● Develop the topic with facts, definitions, and details.</li> <li>● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>● Provide a conclusion.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● Conduct short research projects that build knowledge about a topic.</li> <li>● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into</li> </ul>	<p>knowledge</p> <ul style="list-style-type: none"> <li>● Take notes on the topic</li> <li>● Develop the topic with facts, observations, definitions, and details</li> <li>● Include text features and linking words to organize information</li> <li>● Choose expert words to teach and interest the reader</li> <li>● Write an ending that draws conclusions, asks questions, or suggests ways readers might respond.</li> <li>● Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit</li> <li>● Form and use regular and irregular plural nouns</li> <li>● Use abstract nouns</li> </ul>
--	--	--	--	---

			<p>provided categories.</p> <ul style="list-style-type: none"> <li>● Form and use regular and irregular plural nouns.</li> <li>● Use abstract nouns (e.g., childhood).</li> </ul>	
<b>Unit 5 Review</b>	March 2-3 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.2.a-d</li> <li>● L.3.1.d</li> <li>● L.3.2.b</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.10</li> <li>● SL.3.6</li> <li>● L.3.1.a</li> <li>● L.3.1.b</li> <li>● L.3.1.c</li> <li>● L.3.1.i</li> <li>● L.3.2.e-g</li> <li>● L.3.3.a</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● Form and use regular and irregular verbs.</li> <li>● Use commas in addresses.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply all informational genre techniques to produce an informational writing piece</li> <li>● Form and use regular and irregular verbs</li> <li>● Use commas in addresses</li> <li>● Produce sentences with correct capitalization, punctuation, and that make sense</li> </ul>
<b>Unit 6: Opinion Writing</b>	April - May 6-8 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.1.a-d</li> <li>● W.3.5</li> <li>● L.3.1.e</li> <li>● L.3.2.d</li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● W.3.4</li> <li>● W.3.6</li> <li>● W.3.10</li> <li>● SL.3.4</li> <li>● SL.3.6</li> <li>● L.3.2.e-g</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>● Introduce the topic or text they are writing about, state an opinion, and create an</li> </ul>	<ul style="list-style-type: none"> <li>● Choose an opinion based on text or an idea</li> <li>● Write an introduction to share the opinion and get readers to care</li> <li>● Give reasons and evidence to support the opinion</li> <li>● Use transition words to connect ideas and reasons</li> <li>● Organize piece so that each part is about one thing</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>L.3.3.a</b></li> </ul>	<p>organizational structure that lists reasons.</p> <ul style="list-style-type: none"> <li>● Provide reasons that support the opinion.</li> <li>● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>● Provide a conclusion.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Form and use possessives.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide a thought or comment to conclude the piece</li> <li>● Apply appropriate vocabulary, grammar, mechanics, spelling, and/or sentence structure to revise and edit</li> <li>● Form and use correct verb tenses</li> <li>● Form and use possessives</li> </ul>
<b>Unit 7: Review</b>	June 2-3 weeks	<p><b>Primary Standards</b></p> <ul style="list-style-type: none"> <li>● <b>W.3.1.a-d</b></li> <li>● <b>W.3.2.a-d</b></li> <li>● <b>W.3.3.a-d</b></li> <li>● <b>L.3.1.a</b></li> </ul> <p><b>Secondary Standards</b></p> <ul style="list-style-type: none"> <li>● <b>W.3.10</b></li> <li>● <b>SL.3.6</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>● Write informative/explanatory texts to</li> </ul>	<ul style="list-style-type: none"> <li>● Apply all opinion genre techniques to produce an opinion writing piece</li> <li>● Apply all informational genre techniques to produce an informational writing piece</li> <li>● Apply all narrative genre</li> </ul>



		<ul style="list-style-type: none"> <li>● L.3.1.a-i</li> <li>● L.3.2.a-g</li> <li>● L.3.3.a</li> </ul>	<p>examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> </ul>	<p>techniques to produce a narrative writing piece</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Review mechanics: capitalize titles, commas in addresses, commas and quotation marks in dialogue, possessives, suffixes</li> </ul>
--	--	---	---	---

<b>Instructional Unit Map</b>
<b>Course Title: Third Grade Writing</b>

<b>Unit Title</b>	Unit 1 Workshop Introduction		<b>Start Date:</b>	September
			<b>Length of Unit:</b>	3-4 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<p><b>Primary Standards</b></p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.1.f</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>L.3.1.i</b> Produce simple, compound, and complex sentences.</p> <p><b>Secondary Standards</b></p> <p><b>SL.3.1.a</b> Explicitly draw on</p>	<b>Learning Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• 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.</li> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Produce simple, compound, and complex sentences.</li> </ul>	

	<p>previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.3.1.b</b> Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.3.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b>SL.3.1.d</b> Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.3.a</b> Choose words and</p>		
--	--	--	--

	phrases for effect.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is a writer's workshop?</li> <li>• What do writers do?</li> <li>• How can I generate ideas for writing?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Daily student independent writing</li> <li>• Checklists</li> <li>• Student conferencing</li> <li>• Student Observation</li> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Turn and Talk</li> <li>• Hand signals to show understanding</li> <li>• Student Self-Assessment/Reflection</li> <li>• Class Discussion</li> <li>• Quick Writes</li> <li>• Anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>• Writer's Notebook</li> <li>• Sentence/Paragraph samples</li> </ul>	<ul style="list-style-type: none"> <li>• Author's celebration</li> <li>• Gallery Walk</li> <li>• Presentation (multimedia, poster, etc.)</li> <li>• Portfolio</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>• Narrative On-Demand</li> <li>• Starting Position (background knowledge)</li> </ul>		
<b>Instructional Strategies/Student</b>	<ul style="list-style-type: none"> <li>• <b>Responsive Teaching</b></li> <li>• Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> </ul>		

<b>Activities</b>	<ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level’s rubric/checklist</li> </ul>

	<p>native language if available</p> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	<ul style="list-style-type: none"> <li>● Peer leader/helper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>
--	--	---	--	--

	<ul style="list-style-type: none"> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>		
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> </ul>		<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>	

	<ul style="list-style-type: none"> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> develop, workshop, sentence, generate, idea  <b>Tier III:</b> noun, pronoun, verb, adjective, adverb	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) <b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos <b>M</b> - Students collaborate in Slides or Docs <b>R</b> - Students publish their work online	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA</b> 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.  <b>Computer Science and Design Thinking (2020)</b> 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired	



	and wireless methods.	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages <b>O</b></li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Crafting True Stories writing unit</li> <li>● Prepare your own writer’s notebook, including entries about memorable moments and special places.</li> <li>● Mentor Texts - Various narrative text authors (Come on Rain by Karen Hesse, Roller Coaster by Marlee Frazee)</li> <li>● Grammar Practice - parts of speech, subject-verb and pronoun-antecedent agreement, simple, compound, and complex sentences</li> <li>● Materials - Writer’s notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, chromebook</li> </ul>	

**Instructional Unit Map**

**Course Title: Third Grade Writing**

<b>Unit Title</b>	Unit 2 Narrative Writing	<b>Start Date:</b>	October - November
		<b>Length of Unit:</b>	6-8 weeks
<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>Primary Standards</b>  <b>W.3.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <b>W.3.3.b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b>W.3.3.c</b> Use temporal words and phrases to signal event order.  <b>W.3.3.d</b> Provide a sense of closure.  <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>L.3.1.g</b> Form and use comparative and superlative</p>	<b>Learning Goals</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● Use temporal words and phrases to signal event order.</li> <li>● Provide a sense of closure.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>● Use commas and quotation marks in dialogue.</li> </ul>

	<p>adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.3.2.c</b> Use commas and quotation marks in dialogue.</p> <p><b>Secondary Standards</b></p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting</p>		
--	---	--	--

	<p>or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3.a</b> Choose words and</p>		
--	--	--	--

	phrases for effect.		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Why am I writing?</li> <li>● How can I organize my writing?</li> <li>● How can I generate ideas for my writing?</li> <li>● How do effective writers hook and hold their readers?</li> <li>● How do I provide a sense of closure to my stories?</li> <li>● How can I revise or edit my writing to make it stronger?</li> <li>● What is narrative writing?</li> <li>● How do we bring small moments to life?</li> <li>● How does studying other writer’s craft help us become better writers?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>● Daily student independent writing</li> <li>● Checklists</li> <li>● Student conferencing</li> <li>● Student Observation</li> <li>● Graphic Organizers</li> <li>● Exit Tickets</li> <li>● Turn and Talk</li> <li>● Hand signals to show understanding</li> <li>● Student Self-Assessment/Reflection</li> <li>● Class Discussion</li> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative writing pre-assessment</li> <li>● Narrative writing post-assessment</li> <li>● Published narrative piece</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s celebration</li> <li>● Gallery Walk</li> <li>● Presentation (multimedia, poster, etc.)</li> <li>● Portfolio</li> </ul>

<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Narrative writing pre-assessment</li> <li>● Starting Position (background knowledge)</li> </ul>			
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>

<p><i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level’s rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>
--	--	---	--	---

	<ul style="list-style-type: none"> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>	<ul style="list-style-type: none"> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
<p><b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to</i></p>	<p><b>Access (Resources and/or Process)</b></p>		<p><b>Expression (Products and/or Performance)</b></p>	
	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> </ul>		<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>	



<p><i>express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> establish, describe, develop, plan, revise, edit, proofread, feedback, organize, hook/lead, event, sequence, ending, dialogue, sentence</p> <p><b>Tier III:</b> personal narrative, setting, character, problem, detail, experience, temporal words, transitional words, comparative adjective, superlative adjective, comma, quotation mark</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p><b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos</p> <p><b>M</b> - Students collaborate in Slides or Docs</p> <p><b>R</b> - Students publish their work online</p>	
<p><b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level</p>	

	text-complexity or above, with scaffolding as needed.	
	<p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages <b>O</b></li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Crafting True Stories writing unit</li> <li>● “The Not So Wimpy Teacher” Narrative resources</li> <li>● Narrative On Demand (Refer to ELA Resources Shared Drive)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Narrative Rubric</li> <li>● Narrative Checklist Illustrated</li> <li>● Narrative Checklist</li> <li>● Mentor Texts - Various narrative text authors (Dancing in the Wings by Debbie Allen, The Relatives Came by Cynthia Rylant)</li> <li>● Grammar Practice - comparative and superlative adjectives and adverbs, commas and quotations in dialogue</li> <li>● Conferring Record Sheet</li> <li>● Materials - Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, exemplars, chromebook</li> </ul>
--	--

Instructional Unit Map			
<b>Course Title: Third Grade Writing</b>			
<b>Unit Title</b>	Unit 3 Review		<b>Start Date:</b> December
			<b>Length of Unit:</b> 2-3 weeks
<b>Content Standards</b> <i>What do we want</i>	<b>Primary Standards</b> <b>W.3.3.a</b> Establish a situation	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined</li> </ul>

<p><i>them to know, understand, &amp; do?</i></p>	<p>and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>W.3.3.b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>W.3.3.c</b> Use temporal words and phrases to signal event order.</p> <p><b>W.3.3.d</b> Provide a sense of closure.</p> <p><b>L.3.1.h</b> Use coordinating and subordinating conjunctions.</p> <p><b>L.3.2.a</b> Capitalize appropriate words in titles.</p> <p><b>Secondary Standards</b></p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>● Use coordinating and subordinating conjunctions.</li> <li>● Capitalize appropriate words in titles.</li> </ul>
---	--	--	---

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

	<p>syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.e.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3a</b> Choose words and phrases for effect.</p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is narrative writing?</li> <li>• How can I revise or edit my writing to make it stronger?</li> <li>• How can I use conjunctions?</li> <li>• How can I use correct capitalization in my writing?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Daily student independent writing</li> <li>• Checklists</li> <li>• Student conferencing</li> <li>• Student Observation</li> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Turn and Talk</li> <li>• Hand signals to show understanding</li> <li>• Student Self-Assessment/Reflection</li> <li>• Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative writing post-assessment</li> <li>• Published narrative piece</li> </ul>	<ul style="list-style-type: none"> <li>• Author's celebration</li> <li>• Gallery Walk</li> <li>• Presentation (multimedia, poster, etc.)</li> <li>• Portfolio</li> </ul>

	<ul style="list-style-type: none"> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Starting Position (background knowledge)</li> <li>● Narrative on-demand</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>		

Instructional/Assessment Scaffolds	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
<p><i>(Modifications /Accommodations) – planned for prior to instruction</i></p>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> </ul>	<p><b>Instructional</b></p> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level’s rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>



	<ul style="list-style-type: none"> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>	<ul style="list-style-type: none"> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
--	---	--	---	--

Differentiated Instructional Methods:	Access (Resources and/or Process)	Expression (Products and/or Performance)
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> establish, describe, develop, plan, revise, edit, proofread, feedback, organize, hook/lead, event, sequence, ending, dialogue, sentence</p> <p><b>Tier III:</b> personal narrative, setting, character, problem, detail, experience, temporal words, transitional words, coordinating conjunction, subordinating conjunction</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p><b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos</p> <p><b>M</b> - Students collaborate in Slides or Docs</p>	

	R - Students publish their work online	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA</b> 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.  <b>Computer Science and Design Thinking (2020)</b> 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<b>Global Awareness</b> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <b>O+</b> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages</li> </ul> <b>Career Readiness, Life Literacies, and Key Skills (2020)</b> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>

	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Crafting True Stories writing unit</li> <li>● “The Not So Wimpy Teacher” Narrative resources</li> <li>● Narrative On Demand (Refer to ELA Resources Shared Drive)</li> <li>● Narrative Rubric</li> <li>● Narrative Checklist Illustrated</li> <li>● Narrative Checklist</li> <li>● Grammar Practice - coordinating conjunctions, subordinating conjunctions, capitalize titles</li> </ul>	

## Instructional Unit Map

**Course Title: Third Grade Writing**

<b>Unit Title</b>	Unit 4 Informational Writing		<b>Start Date:</b>	January - February
			<b>Length of Unit:</b>	6-8 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Primary Standards</b> <b>W.3.2.a</b> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension <b>W.3.2.b</b> Develop the topic with facts, definitions, and details. <b>W.3.2.c</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>W.3.2.d</b> Provide a conclusion.	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</li> <li>● Develop the topic with facts, definitions, and details.</li> <li>● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>● Provide a conclusion.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● Conduct short research projects that build knowledge about a topic.</li> <li>● Recall information from experiences or gather</li> </ul>	

	<p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>L.3.1.b</b> Form and use regular and irregular plural nouns.</p> <p><b>L.3.1.c</b> Use abstract nouns (e.g., childhood).</p> <p><b>Secondary Standards</b></p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate</p>		<p>information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> <li>● Form and use regular and irregular plural nouns.</li> <li>● Use abstract nouns (e.g., childhood).</li> </ul>
--	--	--	--

	<p>with others.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.5</b> Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate</p>		
--	--	--	--

	<p>to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3.a</b> Choose words and phrases for effect.</p>		
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● Why am I writing?</li> <li>● How can I organize my writing?</li> <li>● How can I generate ideas for my writing?</li> <li>● How do effective writers hook and hold their readers?</li> <li>● How do I provide a sense of closure to my stories?</li> <li>● How can I revise or edit my writing to make it stronger?</li> <li>● What is informational writing?</li> <li>● How does studying other writer’s craft help us become better writers?</li> </ul>		



Assessments	Formative	Summative	Alternative
<p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<ul style="list-style-type: none"> <li>● Daily student independent writing</li> <li>● Checklists</li> <li>● Student conferencing</li> <li>● Student Observation</li> <li>● Graphic Organizers</li> <li>● Exit Tickets</li> <li>● Turn and Talk</li> <li>● Hand signals to show understanding</li> <li>● Student Self-Assessment/Reflection</li> <li>● Class Discussion</li> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>● Informational writing pre-assessment</li> <li>● Informational writing post-assessment</li> <li>● Published informational piece</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s celebration</li> <li>● Gallery Walk</li> <li>● Presentation <a href="#">Book Creator</a></li> <li>● Portfolio</li> </ul>
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<ul style="list-style-type: none"> <li>● Informational writing pre-assessment</li> <li>● Starting Position (background knowledge)</li> </ul>		
<p><b>Instructional Strategies/Student Activities</b></p>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> </ul>		

	<ul style="list-style-type: none"> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level's rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>

	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> </ul>	<ul style="list-style-type: none"> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
--	--	---	---	--

	<ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>		
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> </ul>		<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>	

	<ul style="list-style-type: none"> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> informative/explanatory, topic, research, notes, draft, revise, edit, craft, elaborate, subtopic, capitalization, punctuation, spelling conventions  <b>Tier III:</b> text & graphic features, works cited, plagiarism, plural noun, abstract noun	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) <b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos <b>M</b> - Students collaborate in Slides or Docs <b>R</b> - Students publish their work online	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA</b> 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.  <b>Computer Science and Design Thinking (2020)</b> 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>

	<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages <b>O</b></li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Informational Writing Unit</li> <li>● “The Not So Wimpy Teacher” Informational resources</li> <li>● <a href="#">Book Creator</a> for publishing</li> <li>● Informational On Demand (Refer to ELA Resources Shared Drive)</li> <li>● Informational Rubric</li> <li>● Informational Checklist Illustrated</li> <li>● Informational Checklist</li> </ul>	

- 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 Grade Writing			
Unit Title	Unit 5 Review		<b>Start Date:</b> March
			<b>Length of Unit:</b> 2-3 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Primary Standards</b> <b>W.3.2.a</b> Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. <b>W.3.2.b</b> Develop the topic with facts, definitions, and details. <b>W.3.2.c</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>W.3.2.d</b> Provide a conclusion. <b>L.3.1.d</b> Form and use regular and irregular verbs. <b>L.3.2.b</b> Use commas in addresses.	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• Form and use regular and irregular verbs.</li> <li>• Use commas in addresses.</li> </ul>



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

	<p>cries, happiness).</p> <p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3.a</b> Choose words and phrases for effect.</p>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is informational writing?</li> <li>• How can I revise or edit my writing to make it stronger?</li> <li>• How can I use regular and irregular verbs?</li> <li>• How can I use commas in addresses?</li> </ul>		
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>
	<ul style="list-style-type: none"> <li>• Daily student independent writing</li> <li>• Checklists</li> <li>• Student conferencing</li> <li>• Student Observation</li> <li>• Graphic Organizers</li> <li>• Exit Tickets</li> <li>• Turn and Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Informational writing post-assessment</li> <li>• Published informational piece</li> </ul>	<ul style="list-style-type: none"> <li>• Author’s celebration</li> <li>• Gallery Walk</li> <li>• Presentation (multimedia, poster, etc.)</li> <li>• Portfolio</li> </ul>

	<ul style="list-style-type: none"> <li>● Hand signals to show understanding</li> <li>● Student Self-Assessment/Reflection</li> <li>● Class Discussion</li> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>		
<p><b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i></p>	<ul style="list-style-type: none"> <li>● Starting Position (background knowledge)</li> <li>● Informational on-demand</li> </ul>		
<p><b>Instructional Strategies/Student Activities</b></p>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> </ul>		

	<ul style="list-style-type: none"> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level's rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>

	<ul style="list-style-type: none"> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
--	---	--	---	--

	<ul style="list-style-type: none"> <li>● Allow for dictation as needed</li> </ul>				
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>		
	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>		<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>		
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> informative/explanatory, topic, research, notes, draft, revise, edit, craft, elaborate, subtopic, capitalization, punctuation, spelling conventions  <b>Tier III:</b> text & graphic features, works cited, plagiarism, plural noun, abstract noun				
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)				

	<p><b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos</p> <p><b>M</b> - Students collaborate in Slides or Docs</p> <p><b>R</b> - Students publish their work online</p>	
<p><b>Interdisciplinary Connections</b>  <a href="#">NJ Student Learning Standards</a></p>	<p><b>ELA</b>            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.</p> <p><b>Computer Science and Design Thinking (2020)</b>            8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p>	
<p><b>21<sup>st</sup> Century Themes/Skills</b>  <a href="#">P21 Framework</a></p>	<p><b>Themes</b></p>	<p><b>Skills</b></p>
	<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages <b>O</b></li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance</li> <li>● 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.</li> </ul>	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Informational Writing Unit</li> <li>● “The Not So Wimpy Teacher” Informational resources</li> <li>● Informational On Demand</li> <li>● Informational Rubric (Refer to ELA Resources Shared Drive)</li> <li>● Informational Checklist Illustrated</li> <li>● Informational Checklist</li> <li>● Grammar Practice - regular and irregular verbs, commas in addresses</li> </ul>	

<b>Instructional Unit Map</b>			
<b>Course Title: Third Grade Writing</b>			
	Unit 6 Opinion Writing	<b>Start Date:</b>	April - May



Unit Title			Length of Unit:	6-8 weeks
<p><b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i></p>	<p><b>Primary Standards</b>  <b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <b>W.3.1.b</b> Provide reasons that support the opinion.  <b>W.3.1.c</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <b>W.3.1.d</b> Provide a conclusion.  <b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <b>L.3.1.e</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  <b>L.3.2.d</b> Form and use possessives.</p> <p><b>Secondary Standards</b>  <b>W.3.4</b> With guidance and support from adults,</p>	<p><b>Learning Goals</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>● Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>● Provide reasons that support the opinion.</li> <li>● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>● Provide a conclusion.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Form and use possessives.</li> </ul>	

	<p>produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or</p>		
--	--	--	--

	<p>clarification.</p> <p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3.a</b> Choose words and phrases for effect.</p>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is opinion writing?</li> <li>● How do we write persuasively?</li> <li>● What is the difference between fact and opinion?</li> <li>● How does studying other writer’s craft help us become better writers?</li> <li>● How can I revise or edit my writing to make it stronger?</li> <li>● What strategies will I use to help me spell and write?</li> </ul>			
<b>Assessments</b> <i>How will we know they have gained the knowledge &amp; skills?</i>	<b>Formative</b>	<b>Summative</b>	<b>Alternative</b>	
	<ul style="list-style-type: none"> <li>● Daily student independent writing</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion writing pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s celebration</li> </ul>	

	<ul style="list-style-type: none"> <li>● Checklists</li> <li>● Student conferencing</li> <li>● Student Observation</li> <li>● Graphic Organizers</li> <li>● Exit Tickets</li> <li>● Turn and Talk</li> <li>● Hand signals to show understanding</li> <li>● Student Self-Assessment/Reflection</li> <li>● Class Discussion</li> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion writing post-assessment</li> <li>● Published opinion piece</li> </ul>	<ul style="list-style-type: none"> <li>● Gallery Walk</li> <li>● Presentation Trifold project</li> <li>● Portfolio</li> </ul>
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Opinion writing pre-assessment</li> <li>● Starting Position (background knowledge)</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> </ul>		

	<ul style="list-style-type: none"> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level's rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
--	--	---	---	--

	<ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>			
<b>Differentiated Instructional Methods:</b> <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	<b>Access (Resources and/or Process)</b>		<b>Expression (Products and/or Performance)</b>	
	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> </ul>		<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>	

	<ul style="list-style-type: none"> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	
<b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	<b>Tier II:</b> opinion, fact, develop, draft, revise, edit, craft, elaborate  <b>Tier III:</b> reasons, evidence, persuasive, verb tense, possessive	
<b>Integration of Technology</b> <a href="#">SAMR</a>	<b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.) <b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos <b>M</b> - Students collaborate in Slides or Docs <b>R</b> - Students publish their work online	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<b>ELA</b> 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.  <b>Computer Science and Design Thinking (2020)</b> 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<b>Global Awareness</b> <ul style="list-style-type: none"> <li>● Learning from and working collaboratively with individuals representing diverse cultures, religions</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> </ul>



	<p>and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</p> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages <b>O</b></li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>● Lucy Calkins’ Opinion Writing Unit</li> <li>● “The Not So Wimpy Teacher” Opinion resources</li> <li>● Brochure trifold Project</li> <li>● Opinion On Demand (Refer to ELA Resources Shared Drive)</li> <li>● Opinion Rubric</li> <li>● Opinion Checklist Illustrated</li> <li>● Opinion Checklist (Refer to ELA Resources Shared Drive)</li> <li>● 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</li> <li>● Prepare your own opinion piece, this will serve as a demonstration text for your students throughout the unit.</li> <li>● Grammar Practice - verb tense, possessives</li> <li>● Conferring Record Sheet</li> </ul>	

	<ul style="list-style-type: none"> <li>Materials - Writer's notebook, writing folder/binder, Post-it notes, pencils, different kinds of paper, pens, markers, flipchart paper, graphic organizers, exemplars, chromebook</li> </ul>
--	---

Instructional Unit Map			
Course Title: Third Grade Writing			
<b>Unit Title</b>	Unit 7 Review		<b>Start Date:</b> June
			<b>Length of Unit:</b> 2-3 weeks
<b>Content Standards</b> <i>What do we want them to know, understand, &amp; do?</i>	<b>Primary Standards</b> <b>W.3.1.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>W.3.1.b</b> Provide reasons that support the opinion. <b>W.3.1.c</b> Use linking words and phrases (e.g., because,	<b>Learning Goals</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</li> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in</li> </ul>

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

	<p>and phrases to signal event order.</p> <p><b>W.3.3.d</b> Provide a sense of closure.</p> <p><b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>Secondary Standards</b></p> <p><b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.1.b</b> Form and use regular and irregular plural nouns.</p> <p><b>L.3.1.c</b> Use abstract nouns</p>		
--	---	--	--

	<p>(e.g., childhood).</p> <p><b>L.3.1.d</b> Form and use regular and irregular verbs.</p> <p><b>L.3.1.e</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>L.3.1.f</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>L.3.1.g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>L.3.1.h</b> Use coordinating and subordinating conjunctions.</p> <p><b>L.3.1.i</b> Produce simple, compound, and complex sentences.</p> <p><b>L.3.2.a</b> Capitalize appropriate words in titles.</p> <p><b>L.3.2.b</b> Use commas in addresses.</p> <p><b>L.3.2.c</b> Use commas and quotation marks in dialogue.</p> <p><b>L.3.2.d</b> Form and use possessives.</p> <p><b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled,</p>		
--	--	--	--

	<p>cries, happiness).</p> <p><b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.3.3.a</b> Choose words and phrases for effect.</p>			
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What is opinion writing?</li> <li>● What is informational writing?</li> <li>● What is narrative writing?</li> <li>● How can I revise or edit my writing to make it stronger?</li> </ul>			
<p><b>Assessments</b></p> <p><i>How will we know they have gained the knowledge &amp; skills?</i></p>	<p style="text-align: center;"><b>Formative</b></p>	<p style="text-align: center;"><b>Summative</b></p>	<p style="text-align: center;"><b>Alternative</b></p>	
	<ul style="list-style-type: none"> <li>● Daily student independent writing</li> <li>● Checklists</li> <li>● Student conferencing</li> <li>● Student Observation</li> <li>● Graphic Organizers</li> <li>● Exit Tickets</li> <li>● Turn and Talk</li> <li>● Hand signals to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Responses to prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Author’s celebration</li> <li>● Gallery Walk</li> <li>● Presentation</li> <li>● Portfolio</li> </ul>	

	<ul style="list-style-type: none"> <li>● Student Self-Assessment/Reflection</li> <li>● Class Discussion</li> <li>● Quick Writes</li> <li>● Anecdotal records</li> </ul>		
<b>Unit Pre-Assessment(s)</b> <i>What do they already know?</i>	<ul style="list-style-type: none"> <li>● Starting Position (background knowledge)</li> <li>● Opinion on-demand</li> </ul>		
<b>Instructional Strategies/Student Activities</b>	<ul style="list-style-type: none"> <li>● <b>Responsive Teaching</b></li> <li>● Teacher Clarity (goals, expectations, criteria, assessment, etc.)</li> <li>● Scaffolding</li> <li>● <b>Mini Lessons/Anchor Charts</b></li> <li>● Direct Instruction</li> <li>● <b>Mentor Texts</b></li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Brainstorming</li> <li>● Active Participation</li> <li>● <b>Independent Practice</b></li> <li>● Multiple Drafts/pieces</li> <li>● Conferring</li> <li>● Provide detailed and specific feedback</li> <li>● Peer revision/editing</li> <li>● Use of checklists/rubric</li> <li>● Graphic Organizers</li> <li>● Technology Integration</li> <li>● Learning Centers</li> </ul>		

	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● <b>Small Group Instruction (skills, strategies, revision)</b></li> <li>● Flexible/Strategic grouping</li> </ul>			
<b>Instructional/Assessment Scaffolds</b> <i>(Modifications /Accommodations) – planned for prior to instruction</i>	<b>English Language Learners</b>	<b>Special Education Learners</b>	<b>Struggling Learners</b>	<b>Advanced Learners</b>
	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Provide definitions of key terms in native language if available</li> <li>● Small group/ individual support</li> <li>● Consistent Lesson Structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional Time</li> <li>● Simplify language for tasks/ directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Shorten Assignments</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Verbal and Visual examples/ directions</li> <li>● Classroom buddy</li> <li>● Allow oral responses</li> </ul>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Small group/ individual support</li> <li>● Consistent Lesson structure</li> <li>● Graphic Organizers</li> <li>● Provide immediate feedback</li> <li>● Additional time</li> <li>● Reword/ Clarify directions</li> <li>● Visual and verbal examples/ directions</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <b>Assessments</b>	<b>Instructional</b> <ul style="list-style-type: none"> <li>● Tiered Assignments</li> <li>● Access to next grade level's rubric/checklist</li> <li>● Peer leader/helper</li> </ul> <b>Assessments</b> <ul style="list-style-type: none"> <li>● Tiered assessments</li> <li>● Use of technology</li> </ul>



	<ul style="list-style-type: none"> <li>● Allow oral responses</li> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Use native language for directions if available</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Provide individual support</li> <li>● Allow for dictation as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Provide sentence frames</li> <li>● Use of word wall/ spelling supports</li> <li>● Oral Prompts/ Cues</li> <li>● No penalty for spelling errors</li> <li>● Monitor on-task behavior</li> <li>● Frequently check for understanding</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> <li>● Allow for dictation as needed</li> <li>● Modified grading</li> </ul>	<ul style="list-style-type: none"> <li>● Provide/ allow use of writing tools</li> <li>● Reword / clarify test directions</li> <li>● Provide sentence frames</li> <li>● Additional Time</li> <li>● Allow retakes</li> </ul>	
--	---	--	--	--

Differentiated Instructional Methods:	Access (Resources and/or Process)	Expression (Products and/or Performance)
<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> <li>● Learning <b>Structures</b></li> <li>● Group and Individual routines</li> <li>● Students working at their own pace during independent writing</li> <li>● Presenting materials in a variety of ways</li> <li>● Flexible Small Group instruction</li> <li>● Learning centers</li> <li>● Conferencing</li> <li>● Interactive Promethean Board Activities</li> <li>● General/Specific/Individual <b>Help</b> Options</li> <li>● Manipulatives</li> <li>● Reference Materials (writer’s notebook, anchor charts, rubrics, checklists)</li> <li>● Peer assistance</li> <li>● Choice/<b>Options</b></li> <li>● Topic Choice</li> <li>● Chromebook/Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Multiple writing pieces</li> <li>● Rubrics/Checklists</li> <li>● Success Criteria</li> <li>● Assessment Retakes</li> <li>● Choice of topics</li> </ul>
<p><b>Vocabulary</b> <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p><b>Tier II:</b> narrative, informational, opinion, draft, edit, revise, capitalize, comma</p> <p><b>Tier III:</b> 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, subordinating conjunction, simple sentence, compound sentence, complex sentence, dialogue, possessives, suffix</p>	
<p><b>Integration of Technology</b> <a href="#">SAMR</a></p>	<p><b>S</b> - Type pieces in word processing program, Use Google Classroom to access assignments; Utilize Interactive whiteboard activities (videos, lessons, games, etc.)</p> <p><b>A</b> - Edit pieces in word processing program, Teacher will use comment feature in Google Docs for feedback, use the internet for research, lesson videos</p> <p><b>M</b> - Students collaborate in Slides or Docs</p>	

	R - Students publish their work online	
<b>Interdisciplinary Connections</b> <a href="#">NJ Student Learning Standards</a>	<p><b>ELA</b></p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <p><b>Computer Science and Design Thinking (2020)</b></p> <p>8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.</p>	
<b>21<sup>st</sup> Century Themes/Skills</b> <a href="#">P21 Framework</a>	<b>Themes</b>	<b>Skills</b>
	<p><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>O+</b></p> <ul style="list-style-type: none"> <li>● Understanding other nations and cultures, including the use of non-English languages</li> </ul> <p><b>Career Readiness, Life Literacies, and Key Skills (2020)</b></p> <ul style="list-style-type: none"> <li>● 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</li> <li>● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and Adaptability</li> <li>● Initiative and Self-Direction</li> <li>● Social and Cross-Cultural Skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Communication, Technology Literacy</li> </ul>

	formatting, and include appropriate images, graphics, or symbols.	
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>● Lucy Calkins Informational Writing Unit</li> <li>● Lucy Calkins Opinion Writing Unit</li> <li>● Lucy Calkins Narrative Writing Unit</li> <li>● Grammar Practice - Review all grammar and mechanics</li> </ul>	