Units of Study in Opinion, Information and Narrative Writing Grade 3 Pacing Guide

Unit 1 - Crafting True Stories

Wk	
1	Mastering Workshop Routines
2	Mastering Workshop Routines
3	Mastering Workshop Routines
3	On Demand Narrative Assignment Found in Writing Pathways Assessment Book Page 182

Bend	11:	Writing	Personal	Narrative	es with	Independen	ce

	end 1: Writing Personal Narratives with Independence													
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
4	1	Starting the Writing Workshop: Visualizing Possibilities	2	"Writers, too, make New Year's Resolutions; They Set Goals for Themselves to Write in the Ways They Imagine"	4	Students discuss what third grade notebook writers do and don't do	6	Students work in groups to study exemplar notebook and chart what third grade writers do and don't do		Moving Quickly Among Writers, Learning their History and Hopes	7	What 3rd Grade Writers Do/Don't Do and New Year's Resolutions	9	W3.5, W3.8, W3.10, RL3.5, RL3.1, SL3.1, L3.6
4	2	Finding Ideas and Writing Up a Storm	12	"Writers think of a person that matters to them, listing all the small moments they've had with that person, writing about those small moments"		Students think of a person that matters, then list their story ideas	16	Students choose a small moment and begin writing	17	Moving Quickly among Students, Channeling them to Keep Writing	19	Students Admire their Own Writing	21	W3.3, W3.4, W3.5, W3.10, RL3.5, SL3.1, L3.6, L3.1
4	3	Drawing on a Repertoire of Strategies: Writing with Independence	22	"Writers think of a place that matters to them, listing and mapping small moments, then writing about those moments"		Students think of a place that matters, then map out story ideas	26	Students choose a story idea from their map and begin writing		Listening in Ways that Help Writers to Know They Have Stories to Tell	28	Supporting Students during the Hard Parts of Writing	30	W3.3, W3.4, W3.5, W3.10, RL3.5, SL3.1, L3.6
5	4	Writers Use a Storyteller's Voice: They Tell Stories, Not Summaries	34	"To make your storytelling voices stronger, try to make a mental movie of what happened, and tell it in small detail, bit by bit, so the reader can see, feel & hear everythine"	37	Students describe an event using bit-by-bit detail	39	Tell students that from now on, they should use a storytelling voice, providing bit-by-bit detail, instead of a summary. Invite students to revise a previous writing section using storytelling	40	Using Table Compliments to Keep Writers on a Good Trajectory	41	Planning for Writing Partnerships and Sharing Goals	43	W3.3, W3.4, W3.8, W3.5, W4.9, W4.3, RL3.5, RL3.2, RL3.1, RFS3.4 RL4.2, SL3.1, L3.6
5	5	Taking Stock: Pausing to Ask, "How Am I Doing?"	45	"When a person wants to get better, they think 'How have I grown?' and look forward by asking 'What can I do in the future to get better?"	17	Students will assess some of their notebook writing using the Narrative Writing Checklist	49	Remind students to use the writing checklist to self-assess writing and writing goals	49	Studying a Writer's Growth	51	Making Plans for Meeting Goals	54	W3.3, W3.4, W3.8, W3.5, W4.9, W4.3, RL3.1, RL3.3, RL3.4, SL3.1, SL3.6, L3.1, L L3.6
5	6	Editing as We Go: Making Sure Others Can Read Our Writing	55	"As a writer, you don't have to wait until you're finished with your writing to ask, 'Am I correctly spelling the words I know by heart?"	57	Ask students to think about ways they can remind themselves of words they know and to share their ideas with partners and the class	58	Remind students that as they begin a new piece or continue an entry to take a few moments to correctly spell words that they know	59	Making Spelling Personal and Purposeful	60	Choosing a Seed Idea	62	W3.3, W3.4, W3.5, RFS3.3, SL3.1, L3.2, L3.6

Bend	end 2: Becoming a Storyteller on the Page													
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
6	7	Rehearsing: Storytelling and Leads	64	"Writers rehearse for writing. One of the best ways they rehearse a story is to storytell their story, and to do so in lots of different ways"	66	Students will tell each other their stories as the teacher calls out coaching tips for storytelling	68	Students will practice their storytelling of their story by using sketching as a way to stretch a story	69	Helping Writers to See They Have Stories to Tell and Language to Tell Them	70	Writers Try Out Different Leads to Rehearse for Writing	72	W3.10, W3.3, W3.4, W3.5, W3.8, W4.3, RL3.4, RL3.5, RL3.7, SL3.6, SL3.4, SL4.4, L3.6, L3.1
6	8	Writing Discovery Drafts	74	"After carefully crafting each word of a lead, it's good to fix your eyes on your subject and write your story fast and furious, without stopping"	76	Students will use drafting booklets to tell their story to a partner	78	Students will use storytelling to continue writing as a flash draft	78	Writing with Fluency	79	A Symphony Share	81	W3.3, W3.4, W3.5, W3.10, RL3.1, RL3.3, RFS3.4, SL3.1, SL3.4, SL4.4, L3.1, L3.6
6	9	Revising by Studying What Other Authors Have Done	82	"What does Karen Hesse do to make Come On Rain! so powerful and meaningful?"	83	Students will try out some of these techniques in their own writing	86	Students will try out some of these techniques in their own writing	86	Teaching Children to Read Like Writers	87	Outgrowing Ourselves as Writers by Looking at a Partner's Writing	89	W3.3, W3.5, W4.3, RL3.4, RL3.5, RL3.7, RL4.2, RL4.4, SL3.1, L3.3, L3.5
7	10	Storytellers Develop the Heart of a Story	91	"Revision is not about fixing errors; it is about finding and developing potentially great writing, sometimes by adding more to the heart of the story"	93	Students will help to revise a shared class story	96	Remind students of the steps of revision	97	Getting Children Off to a Strong Start	99	Model Revision Using a Student's Writing	100	W3.3, W3.4, W3.5, W4.3, RL3.3, RL4.3, SL3.6, L3.1, L3.3
7	11	Paragraphing to Support Sequencing, Dialogue, and Elaboration	102	"There are a few places where writers typically begin new paragraphs. Some of those typical places are when there is a new subtopic, when time has moved forward, or when a new person is speaking"		Help students to think about how to group sentences to alleviate dense, unbroken text	106	Remind students that as they revise and edit, they should be on the lookout for places where a new paragraph would be helpful	107	Supporting Sequencing and Elaboration	108	Spotlighting Elaboration	109	W3.3, W3.4, W3.5, W3.10, W4.2, W4.3, RL3.3, SL3.1, L3.2
Bend	3: Writi	ing with New Independ	lence	e on a Second Piece										
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
7	12	Becoming One's Own Job Captain: Starting a 2nd Piece, Working with New Independence	112	"When writers are in charge of their own writing, they think back over everything they know how to do, making a work plan for their writing. Writers sometimes use charts and their own writing to remind them of stuff they know how to do"	114	Students will start planning their own writing using the writing process guide sheet	116	Remind students to use a variety of resources as they continue to write	116	Encouraging Independent Problem Solving	117	Remembering to Carry Forward All We Know	119	W3.3, W3.5, W3.10, W3.4, W4.4, RL3.3, SL3.6, SL3.3, L3.1, L3.2, L3.3
8	13	Letter to Teachers: Revision Happens throughout the Writing Process	121											

8		Drafting: Writing from Inside a Memory	124	"Writers, like readers, get lost in a story. They pick up the pen and step into another time, another place. As they get ready to draft, they can relive that event, re- experience that time"	1	Students will relive an important moment from the day, writing it down as they lived it, followed by one student's writing being shared	128	Remind students of the different choices they might be making in charge of their own writing	129	Targeted Questions and Planning for Predictable Struggles	130	Setting Goals for Future Writing	132	W3.3, W3.4, W3.5, W3.8, W3.10, W4.3, RL3.5, RL4.6, SL3.1, L3.2, L3.3, L3.6
8	15	Letter to Teachers: Revision: Balancing Kinds of Details	133											
9		Commas and Quotation Marks: Punctuating Dialogue	138	"When you include people talking in your story, you need to capture their exact words and use quotation marks to signal These are the exact words the person said"		Students will practice adding quotations to a demonstration story		Invite students to add quotations marks to their writing, and to continue revising and editing their stories	142	Supporting the Use of Conventions	143	Remembering to Write from Inside the Moment	145	W3.3, W3.5, W4.3, RL3.5, SL3.6, L3.2, L3.3, L3.6, L4.3
		g Up and Fancying Up Mini-Lesson		r Best Work: Revision and Ed Teaching Point		Active Engagement	D	T :1.	Б	Cantanina	D	Share	ъ	CCSS
WK	session	IVIIII-LESSOII	Pg	reaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	ccss
9		Writers Revise in Big, Important Ways	148	"When writers finish a piece of writing, they revise in big, important ways. They ask 'Can I take away a part of add a part to make it more clear?"	149	Students should reread their writing to look for parts that are not clear and parts that may not be necessary to the story		Remind students that revision is about making writing clear, and sometimes a writer must take away that might confuse a reader	152	Helping Students Find Meaning in their Writing	153	Reflecting on Growth	154	W3.3, W3.5, W3.10, RL3.1, RFS3.4, SL3.1, SL3.6, L3.1, L3.2, L3.3, L3.6, L4.6
9	18	Revising Endings: Learning from Published Writing	155	"Writers work very hard on their endings. I want to teach you some ways to do that using Come On Rain! by Karen Hesse"	156	Ask students to reread the text carefully noticing authorial decisions	157	Students will begin to rethink their endings	158	Grouping Writers	159	Trying Endings on For Size	160	W3.3, W3.4, W3.5, W3.10, W4.3, RL3.3, RL3.4, SL3.1, SL3.6, L3.1, L3.3
10	1 19	Using Editing Checklists	161	"Most writers rely on an editing checklist, reminding them of a lens through which they can reread and refine their writing"	162	Students will work with a partner to read through their drafts, focusing on one item on the editing checklist	165	Remind students to utilize the editing checklist to refine writing through various lenses	165	Focusing on Tenses and Pronouns	166	Becoming Copy Editors	167	W3.4, W3.5, W3.10, W4.4, RL3.1, SL3.1, SL3.6, L3.1, L3.2, L4.1
10	20	Letter to Teachers: Publishing: A Writing Community Celebrates	169											