

**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													
<b>Bend 1: Writing Personal Narratives with Independence</b>														
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	6	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"	14	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"	25	Students think of a place that matters, then map out story ideas	26	Students choose a story idea from their map and begin writing	27	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 everything"	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?'"	47	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, L3.3, 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, L3.1, L3.6



