

**Unit Overview**

The beginning of the third grade year is the time for establishing a well-managed, productive writing workshop. Students will learn procedures for participating in their new classroom community, for writing independently, and for working with partners. Students will become familiar with the routines and expectations of the workshop model as well as engage in writing to build stamina and independence. Writers will be assisted in beginning their Writer's Notebook, collecting entries, and selecting and developing seed ideas. They will demonstrate their writing stamina and proficiency through their narrative writing. The real goal of this unit is not only to improve the quality of narrative writing but also to improve the quality of writing as writers. Students will practice how to progress with independence through the writing process while working on early personal narratives. They will learn to monitor their growth as writers by utilizing checklists and rubrics. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 3 Book 1 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 3 Unit 1, <i>Crafting True Stories</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.5, <b>W.3.8</b> , <b>W.3.10</b>	RL.3.5, RL3.1	<b>SL.3.1</b> .a,b,c,d	L.3.6
2	<b>W.3.3.a,b</b> , W.3.4, W.3.5, <b>W.3.10</b>	RL.3.5	<b>SL.3.1</b> .a,b,c,d	L.3.6, L.3.1
3	<b>W.3.3.a, b,c,d</b> , W.3.4, W.3.5	RL.3.5	SL.3.1	L.3.6
4	<b>W.3.3.a,b,c</b> , <b>W.3.4</b> , W.3.8, W.3.5, W.4.9.a, W.4.3.d	RL.3.5, RL.3.2, RL.3.1., RFS.3.4, RL.4.2	SL.3.1	L.3.3.a,b, L3.6, L.3.1, L.4.3.a
5	<b>W.3.3.a,b,c</b> , W.3.4, W.3.5	RL.3.1, RL.3.3, RL.3.4	SL.3.1, SL.3.6	L.3.1. i, L.3.3.a,b, L.3.6
6	<b>W. 3.3.a,b,c</b> , W.3.4, W.3.5	RFS.3.3	SL.3.1	L.3.2.e,f,g, L.3.1i, L.3.6
7	<b>W.3.10</b> , W.3.3.a,b,c,d, W.3.4, <b>W.3.5</b> , W.3.8, W.4.3.a	RL.3.4, RL.3.5, RL.3.7	SL.3.6, SL.3.4, SL.3.6, SL.4.4	<b>L.3.3.a,b</b> , L.3.6, L.3.1
8	<b>W.3.3.a</b> , W.3.4, <b>W.3.10</b> , W.3.5	RL.3.1, RL.3.3, RFS.3.4	SL.3.1, SL.3.4, SL.4.4	L.3.6, L.3.1
9	<b>W.3.3.b,c</b> , <b>W.3.5</b> , <b>W.4.3.d</b>	RL.3.4, RL.3.5, RL.3.7	SL.3.1.c,d	L.3.3, L.3.5.a,b,c
10	W.3.3.a,b,c, W.3.4, <b>W.3.5</b> , W.4.3.c,d	RL.3.3, RL.4.3	SL.3.6	L.3.3.a,b, L.3.1
11	W.3.3.a,b,c,d, <b>W.3.4</b> , <b>W.3.5</b> , W.3.10, W.4.2.a, W.4.3.a,b,c,d	RL.3.3	SL.3.1.a,b,c,d	<b>L.3.2.c</b>
12	W.3.3.a,b,c, <b>W.3.5</b> , W.3.10, W.3.4, W.4.4	RL.3.3	SL.3.6, SL.3.3	L.3.1, L.3.2, L.3.3
13	<b>W.3.5</b> , W.3.3.b, W.4.3.b, W.3.4	RL.3.5	SL.3.1, SL.3.6	L.3.2.c,e,f, L.3.3.a,b
14	<b>W.3.3.a,b,c</b> , <b>W.3.4</b> , W.3.8, W.3.10, W.3.5, W.4.3.b	RL.3.5, RL.4.6	SL.3.1	L.3.2.c,e,f, <b>L.3.3.a,b</b> , L3.6
15	W.3.3.a,b,c, <b>W.3.5</b> , W.3.10, W.4.3.b	RL.3.5	SL.3.6	<b>L.3.3.a,b</b>
16	<b>W.3.5</b> , <b>W.3.3b</b> , <b>W.4.3.b,d</b>	RL.3.5	SL.3.6	<b>L.3.2.c,e,f,g</b> , <b>L.3.3.a,b</b> , L3.6
17	<b>W.3.3.a,b,c</b> , <b>W.3.5</b> , W.3.10	RL.3.1, RFS.3.4	<b>SL.3.1.a,b,c,d</b> , <b>SL.3.6</b>	L.3.2.c, <b>L.3.3.a,b</b> , <b>L.3.1</b> , L.3.6
18	<b>W.3.3.d</b> , W.3.4, W.3.10, W.3.5, W.4.3.e	RL.3.3, RL.3.4	SL.3.1.a,b,c,d, SL.3.6	L.3.1.,e,f, <b>L.3.3. a,b</b>
19	<b>W.3.5</b> , W.3.10, W.3.4, W.4.4	RL.3.1	SL.3.1.a,b,c,d, SL.3.6	<b>L.3.1.b,d,e,i</b> , <b>L.3.2.c,e,f,g</b> , L.4.1.a
20	W.3.4, <b>W.3.5</b>	RL.3.1, RL.3.3	SL.3.1.a,b,c,d, SL.3.6, SL.3.4	L.3.6, L.3.1

Overarching Standards Aligning with Grade 3 Unit 1, <i>Crafting True Stories</i>			
Session	Writing Standards	Speaking & Listening Standards	Language Standards
1	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, 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>SL.3.1.a,b,c,d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	
2	<p>W.3.3.a,b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, 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>SL.3.1.a,b,c,d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	
3	<p>W.3.3.a, b,c,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, 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>		
4	<p>W.3.3.a,b,c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		
5	<p>W.3.3.a,b,c Write narratives to develop real or</p>		

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*Writing Workshop: Sept./Oct.*

	imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
6	W. 3.3.a,b,c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
7	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
8	W.3.3.a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
9	W.3.3.b,c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  W.4.3.d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
10	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		

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11	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		L.3.2.c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
12	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
13	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
14	<p>W.3.3.a,b,c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		L.3.3.a,b Use knowledge of language and its conventions when writing, speaking, reading, or listening.
15	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		L.3.3.a,b Use knowledge of language and its conventions when writing, speaking, reading, or listening.
16	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.b,d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>L.3.2.c,e,f,g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3.a,b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
17	<p>W.3.3.a,b,c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event</p>	<p>SL.3.1.a,b,c,d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	L.3.3.a,b Use knowledge of language and its conventions when

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	<p>sequences.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>writing, speaking, reading, or listening.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
18	<p>W.3.3.d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>d. Provide a sense of closure.</p>		<p>L.3.3. a,b Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
19	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p>L.3.1.b,d,e,i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2.c,e,f,g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
20	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		

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Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>• Writers draw upon personal experiences to write personal narratives.</li> <li>• Writers have many ways to develop and revise stories they create.</li> <li>• Writers have routines and procedures to follow in a workshop setting.</li> <li>• Writers learn craft moves from a mentor text, for example using dialogue to bring characters to life.</li> <li>• Writers need to revise and edit their written pieces, for example by checking punctuation, capitalization, and spelling.</li> <li>• Writers use notebooks to log their ideas.</li> <li>• Writing partners support each other’s efforts during the writing process.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How do writers become invested in the Writing Workshop?</li> <li>• How do good habits, routines, and procedures within the workshop model enable writers to grow?</li> <li>• How do writers write with volume, stamina, and speed?</li> <li>• How can writing partners, mentor texts, and writing strategies help a writer? How can writers monitor their growth as writers?</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives in which they include details to describe actions.</li> <li>• Write narratives in which they include details to describe feelings.</li> <li>• Write narratives in which they include details to describe thoughts.</li> <li>• Write narratives in which they provide a sense of closure.</li> <li>• Write narratives in which they recount a short sequence of events.</li> <li>• Write narratives in which they recount a well-elaborated event.</li> <li>• Write narratives in which they use temporal words to signal event order.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources

<ul style="list-style-type: none"> <li>● Create and refer to anchor charts from UoS Writing Book 1.</li> <li>● .Create and refer to anchor charts.</li> <li>● Study pages from exemplar writer's notebooks.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach children to read like writers using mentor texts</li> <li>● Provide checklists to assess and develop on-going goals.</li> <li>● Use booklets, pages, and/or writer's notebooks for daily writing.</li> <li>● Make mental movies and act out a story to make writing come alive.</li> <li>● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.</li> <li>● Add dialogue to make characters come to life.</li> <li>● Set mini goals to revise and edit as you move through writing pieces.</li> <li>● Tap, sketch, or jot across the pages as a way of planning stories, books.</li> <li>● Explore and try a variety of beginnings and endings to your writing piece</li> </ul>	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● provide support as needed during individual teaching sessions.</li> <li>● provide feedback in small group setting.</li> <li>● provide personal copies of teaching charts.</li> <li>● provide modified and/or alternate grade level checklists and rubrics.</li> <li>● provide modified writing paper.</li> <li>● provide appropriate writing partners.</li> </ul>	<p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>● Suggestions from UoS Writing Book 1.</li> </ul>
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<ul style="list-style-type: none"><li>● Write long and strong to build stamina..</li><li>● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.</li><li>● Use technology to research information about a specific topic.</li><li>● Use technology to publish a piece of writing.</li><li>● Plan to celebrate the conclusion of classroom writing projects</li></ul>		
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

\*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i></li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided writing.</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Observation of daily writing progress in writing notebooks or folders.</li> <li>● Use of student checklist(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 3 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.