

Grade 3 Unit 1 Crafting True Story **Bend 1** Writing Personal Narratives with Independence **Bend 2** Becoming a Storyteller on the Page **Bend 3** Writing with New Independence on a Second Piece **Bend 4** Fixing up and Fancying up Your Best Work: Revision and Editing

<p>Administer On Demand Pre-Assessment</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Rubric</a></li> <li>➤ <a href="#">Learning progression</a></li> <li>➤ <a href="#">Student Sample</a></li> <li>➤ <a href="#">Developing Writing Sample</a></li> </ul>	<p><b>Bend 1:</b>  <b>Session 1:</b> Starting the Writing Workshop: Visualizing Possibilities</p> <p><b>Learning Goal:</b> Writers can think about the kind of writing they want to make and set goals for themselves to write in the ways they imagine.</p> <p><b>Teaching Point:</b> “Writers think about and imagine the kind of writing they want to make, and they set goals for themselves to write in the way they imagine. Then they work hard to reach their goals.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Notebook Samples</a></li> <li>➤ <a href="#">Notebook Expectations</a></li> <li>➤ <a href="#">Student Sample</a></li> <li>➤ <a href="#">Student Observations</a></li> </ul>	<p><b>Session 2:</b> Finding Ideas and Writing up a Storm</p> <p><b>Learning Goal:</b> Writers can generate ideas for true stories by thinking of a person who matters, then brainstorm small moments spent with that person.</p> <p><b>Teaching Point:</b> “Whenever you are having trouble coming up with an idea for a true story, you can think of a person who matters to you. Then list small moments you have had with that person and write (or tell) the story of one of those small moments.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Student Response</a></li> <li>➤ <a href="#">Student Sample</a></li> </ul>	<p><b>Session 3:</b> Drawing on a Repertoire of Strategies: Writing with Independence</p> <p><b>Learning Goal:</b> Good writers can think of a place, list small moments that happened in that place, and then write about one of these moments.</p> <p><b>Teaching Point:</b> “Writers sometimes think not of a person but of a place that matters to them and list story ideas that go along with that place, choosing one story to write. Sometimes they map them, and then they write, write, write.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Finding Ideas Chart</a></li> <li>➤ <a href="#">Hard Part of Writing Anchor Chart</a></li> <li>➤ <a href="#">Writing Stamina Chart</a></li> <li>➤ <a href="#">Student Sample Ideas</a></li> <li>➤ <a href="#">Sample Small Moment</a></li> </ul>	<p><b>Session 4:</b> Writers Use a Storyteller’s Voice. They tell Stories, Not Summaries</p> <p><b>Learning Goal:</b> Good writers draw readers in by telling their stories in scenes rather than summaries.</p> <p><b>Teaching Point:</b> “In order for writers to make their storytelling voices stronger, they make a mental movie of what happened and tell it in small detail bit, by bit, so the reader can almost see, hear, and feel everything.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Storyteller Voice Chart</a></li> <li>➤ <a href="#">Writer’s Notebook Chart</a></li> <li>➤ <a href="#">Write a True Story Chart</a></li> <li>➤ <a href="#">Unfocused Entry Sample</a></li> <li>➤ <a href="#">More Focused Entry Sample</a></li> <li>➤ <a href="#">Adding to Your Entry Sample</a></li> </ul>
<p><b>Session 5:</b> Taking Stock: Pausing to Ask, “How Am I Doing?”</p> <p><b>Learning Goal:</b> Good writers consider what’s going well in their writing and what they might try next to take their writing up a level.</p> <p><b>Teaching Point:</b> “When writers want to get better at something, it helps to look back and think, “How have I grown?” and helps to look forward and ask, “What can I do in the future to get better?” Then they work on making their piece better.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Narrative Checklist</a></li> <li>➤ <a href="#">True Story Chart</a></li> <li>➤ <a href="#">Student Sample</a></li> <li>➤ <a href="#">Student Entries</a></li> </ul>	<p><b>Session 6:</b> Editing as We Go: Making Sure Others Can Read Our Writing</p> <p><b>Learning Goal:</b> Good writers continuously review their work to be sure it is clear as possible for their readers. They do not wait to edit.</p> <p><b>Teaching Point:</b> “Writers don’t wait until they are “finished” with their writing to ask themselves, “ Am I correctly spelling the words I know by heart?” Writers want readers to be able to read their story, so they take an extra second to think, “Wait, I know that word” and then spell the word correctly by thinking about how the word looks.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Letter to Parents</a></li> </ul>	<p><b>Bend 2:</b>  <b>Session 7:</b> Rehearsing: Storytelling and Leads</p> <p><b>Learning Goal:</b> Good writers rehearse for writing by story-telling and generating alternate leads as ways to rehearse a story.</p> <p><b>Teaching Point:</b> “Just like a chorus students rehearse for a concert, writers rehearse for writing. One of the best ways they rehearse a story is to story-tell their story- and do so repeatedly in lots of different ways.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Student Spelling Sample</a></li> <li>➤ <a href="#">Sample Student Entry</a></li> <li>➤ <a href="#">Sample Leads</a></li> </ul>	<p><b>Session 8:</b> Writing Discovery Drafts</p> <p><b>Learning Goal:</b> Good writers can draft by writing fast and furiously, working to capture the mental movie on the page.</p> <p><b>Teaching Point:</b> “After writers carefully craft each word of a lead, it’s a good idea to fix your eyes on your subject and write fast and furiously without stopping.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Student Sample 1</a></li> <li>➤ <a href="#">Student Sample 2</a></li> <li>➤ <a href="#">Sample Drafting Booklet</a></li> </ul>	<p><b>Session 9:</b> Revising by Studying What Other Authors Have Done</p> <p><b>Learning Goal:</b> Good writers can revise by studying other authors’ craft and naming what the author does they can try it in their own writing.</p> <p><b>Teaching Point:</b> “Writers often question “What do published authors do to make their pieces so powerful and meaningful?”. Then they reflect on how they can add some of that to their own writing.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Anchor Chart- What did the Author do?</a></li> <li>➤ <a href="#">Student Draft</a></li> <li>➤ <a href="#">Student’s Additions</a></li> </ul>

	<ul style="list-style-type: none"> <li>➤ <a href="#">Personal Word Wall</a></li> <li>➤ <a href="#">Quick Words to Check Bookmark</a></li> <li>➤ <a href="#">Student Sample Entry</a></li> </ul>			<ul style="list-style-type: none"> <li>➤ <a href="#">Student Sample</a></li> </ul>
<p><b>Session 10:</b> Storytellers Develop the Heart of a Story</p> <p><b>Learning Goal:</b> Good Writers revise by asking, “What’s the most important part this story?” and developing that section.</p> <p><b>Teaching Point:</b> “Revision is not about fixing errors; it’s about finding and developing potentially great writing, sometimes by adding more to the heart of the story.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Sample Draft 1</a></li> <li>➤ <a href="#">Sample Draft 2</a></li> <li>➤ <a href="#">Draft 2 Inserts</a></li> </ul>	<p><b>Session 11:</b> Paragraphing to support Sequencing, Dialogue, and Elaboration</p> <p><b>Learning Goal:</b> Good writers can revise their stories by grouping related sentences into paragraphs and then elaborating on those paragraphs.</p> <p><b>Teaching Point:</b> “Writers typically begin a new paragraph in a few different places. Keeping these places in mind can help us know when to start a new paragraph. Some of those typical places are when there is a new subtopic, when time has moved forward, and when a new person is speaking.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Start a New Paragraph Chart</a></li> <li>➤ <a href="#">Sample Entry</a></li> <li>➤ <a href="#">Sample Story</a></li> <li>➤ <a href="#">Sample Draft</a></li> <li>➤ <a href="#">Sample Additions</a></li> </ul>	<p><b>Bend 3:</b> <b>Session 12:</b> Becoming One’s Own Job Captain: Starting a Second Piece</p> <p><b>Learning Goal:</b> Good Writers can draw on all that they have learned to become their own job captains. Students become more self directed writers.</p> <p><b>Teaching Point:</b> “When writers are in charge of their own writing, they think back over everything they know how to do and they make a work plan for their writing. Writers sometimes use charts and their own writing to remind them of stuff they know how to do already.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Author’s Sample</a></li> <li>➤ <a href="#">Student Sample</a></li> <li>➤ <a href="#">Student’s Additions</a></li> <li>➤ <a href="#">Student Sample 2</a></li> </ul>	<p><b>Session 13:</b> Revision Happens throughout the Writing Process</p> <p><b>Learning Goal:</b> Good writers can revise as they write, stopping at times to ask themselves, “Does this show all I know?” and if not, they revise their writing right then.</p> <p><b>Teaching Point:</b> “Writers go back and revise their entries using all they have learned about good writing. Good writers try to remember the qualities of good writing they learned during the revision in one piece to apply those qualities of good writing to start their next piece.”</p>	<p><b>Session 14:</b> Drafting: Writing from Inside a Memory</p> <p><b>Learning Goal:</b> Good writers can replay life events in ways that let readers feel the experience.</p> <p><b>Teaching Point:</b> “Writing involves reenacting your own experiences. 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, reexperience that time.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Monitoring Piece Checklist</a></li> <li>➤ <a href="#">Writing Sample</a></li> <li>➤ <a href="#">Sample Revised Draft</a></li> <li>➤ <a href="#">Sample Draft</a></li> </ul>
<p><b>Session 15:</b> Revision: Balancing Kinds of Details</p> <p><b>Learning Goal:</b> Good writers can analyze the details they add to their writing, balancing dialogue with actions, thoughts, and details about the setting.</p> <p><b>Teaching Point:</b> “Writers keep balance in their writing and use dialogue where it will have the biggest impact and support their meaning. Writers elaborate by adding actions, thoughts and even setting details, too!”</p>	<p><b>Session 16:</b> Commas and Quotation Marks: Punctuating Dialogue</p> <p><b>Learning Goal:</b> Good writing can correctly punctuating dialogue.</p> <p><b>Teaching Point:</b> “When writers add dialogue, they capture their exact words and use quotation marks to signal, “these are the exact words the person said.” It is actually more sophisticated than that. You can study what published writers do to punctuate quotations and try to do the exact same thing in your piece.”</p> <p><b>Resource:</b> Mentor Texts</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Punctuating Quote Chart</a></li> <li>➤ <a href="#">Detail-filled Entry Sample</a></li> <li>➤ <a href="#">Sample Writing</a></li> <li>➤ <a href="#">Sample First Draft</a></li> <li>➤ <a href="#">Sample Second Draft</a></li> </ul>	<p><b>Bend 4:</b> <b>Session 17:</b> Writers Revise in Big, Important Ways</p> <p><b>Learning Goal:</b> Good writers can bring writing to a new level so that it rings with clarity and purpose.</p> <p><b>Teaching Point:</b> “When writers finish a piece of writing, they revise in big, important ways. they try to read their finished work like a stranger might, asking, “Is this clear? Can I take away a part or add a part to make it more clear?” They read it aloud to themselves, checking if it flows.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Narrative Checklist</a></li> </ul>	<p><b>Session 18:</b> Revising Endings: Learning from Published Writing</p> <p><b>Learning Goal:</b> Good writers deliberately craft endings of their stories by learning techniques to improve their own work by studying published writing.</p> <p><b>Teaching Point:</b> “The secret to many beginnings that writers don’t know is that writers work just as hard, well maybe even harder, on their endings. Writers examine how authors use endings to enhance their own ending.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Mentor Text-Annotated Ending</a></li> <li>➤ <a href="#">Student Sample Ending</a></li> </ul>	<p><b>Session 19:</b> Using Editing Checklists</p> <p><b>Learning Goal:</b> Good writers edit their writing exactly how they intend it to be for readers, using checklists to help themselves.</p> <p><b>Teaching Point:</b> “Most writers rely on editing checklists, either a concrete physical list, or a mental one. Each item on the list reminds them of a lens they can use to reread and refine their writing. If you have six items on our checklist, we’re apt to reread your draft at least six times, once with each item as our lens.”</p> <ul style="list-style-type: none"> <li>➤ <a href="#">Editing Checklist</a></li> <li>➤ <a href="#">Student Sample</a></li> </ul>

<p><b>Session 20:</b> Publishing: A Writing Community Celebrates</p> <p><b>Learning Goal:</b> Good writers celebrate being a community of flourishing writers and share their writing with the public.</p> <ul style="list-style-type: none"><li>➤ <a href="#">Final Draft Sample 1</a></li><li>➤ <a href="#">Final Draft Sample 2</a></li><li>➤ <a href="#">Final Draft Sample 3</a></li><li>➤ <a href="#">Final Draft Sample 4</a></li></ul>	<p>Administer ON DEMAND Post Assessment</p> <ul style="list-style-type: none"><li>➤ <a href="#">Rubric</a></li><li>➤ <a href="#">Learning progression</a></li><li>➤ <a href="#">Student Sample</a></li><li>➤ <a href="#">Developing Writing Sample</a></li></ul>			
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