



Grade 3 Writing Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Grade 3 Writing Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLs).

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Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Computer Science and Design Thinking, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, and the inclusion of connections of Social-Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

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Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based mini-lessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Mini-Lesson

Each reading workshop lesson begins with explicit instruction in a mini-lesson. During each mini-lesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during mini-lessons. The mini-lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a

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shared text during the active engagement portion of the mini-lesson. During the link portion of the mini-lesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading,

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guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini-lesson that is grounded in a clear teaching point. After the mini-lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini-Lesson

Writing workshop begins with a mini-lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during mini-lessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓧ is the symbol for Teaching Point.
Ⓧ is the symbol for Instructional Goal.

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Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini-lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional mini-lessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, Multilingual Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units Grade Three

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September-October	FICTION Launching Reading Workshop & Story Elements	<u>NARRATIVE</u> <u>Launching Writing Workshop & Personal Narrative</u>	-Simple sentences -Nouns -Capitalize appropriate words in titles
2	October-November	FICTION Relationship Between Character and Plot	<u>OPINION</u> <u>Introduction to Literary Essay</u>	-Regular & irregular verbs -Verb tense -Subject verb and pronoun antecedent agreement
3	November-December	FICTION Mystery Genre Study	<u>NARRATIVE</u> <u>Realistic Fiction</u>	-Formatting dialogue -Adjectives -Adverbs
4	January-February	NONFICTION Comprehending Informational Texts	<u>INFORMATIONAL</u> <u>Nonfiction Writing</u>	-Possessives -Paragraphing
5	February-March	STANDARDIZED TEST PREP Text Comprehension in a Variety of Genres	<u>STANDARDIZED TEST PREP</u> <u>Writing to a Prompt/Compare & Contrast</u>	-Compound and complex sentences
6	April-May	NONFICTION Reading in the Content Area	<u>OPINION</u> <u>Persuasive Writing</u>	-Use commas in addresses
7	May-June	BOOK CLUBS Series Books and Author Studies	<u>NARRATIVE</u> <u>Fairy Tales</u>	-Coordinating and subordinating conjunctions

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, or Asian American Pacific Islander legislation related activities.

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Third Grade Writing Curriculum

Unit 1 Narrative: Launching Writing Workshop & Personal Narrative

Unit Overview

In the beginning of the year, it is important that the students revisit the routines and structures of the writing workshop and what is now applicable to third grade. Students will learn how to generate ideas for their notebooks, which will later become a personal narrative. They will read their notebooks looking for seed ideas and develop a story. Students will try out different ways the story may go and sound, which includes trying out different leads, all within their notebook. Students will move out of their notebook and into drafting using lined paper or the computer. With teacher assistance, students will write their drafts fast and furiously in order to relive the moment. The purpose of fast and furious writing is to spend most of the time in the revision stage. Students will write with paragraphing, dialogue, thoughts, and feelings in order to enhance their writing. Using the mentor text *Come on, Rain!* By Karen Hesse, students will revise their own writing and use checklists and rubrics to assess their writing. Students will learn that they are never done with narrative once their first piece is complete. They will use the knowledge they gained from their first writing piece and transfer those skills to something new.

Enduring Understandings

Writers will:

- Develop their process-approach to personal narrative writing while immersed in exploration of model narrative texts.
- Draw upon personal experiences to write personal narratives.
- Use notebooks to log their ideas.
- Have many ways to develop and revise stories they create.

Assessments:

Pre-assessment	Post-assessment
<p>School-wide Writing Prompt:</p> <p>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write. This should be the story of one time in your life. You might focus on just a scene or two. You’ll have forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.	<p>School-wide Writing Prompt:</p> <p>“I’m really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best true story, that you can write. This should be the story of one time in your life. You might focus on just a scene or two. You’ll have forty-five minutes to write this true story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing.</p> <p>“In your writing, make sure you:</p> <ul style="list-style-type: none">• Write a beginning for your story.

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<ul style="list-style-type: none"> ● Help readers picture your story. ● Show what your story is really about. ● Write an ending for your story.” <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>	<ul style="list-style-type: none"> ● Help readers picture your story. ● Show what your story is really about. ● Write an ending for your story.” <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Peer editing ● Conferring Notes ● Teacher observation ● Read through notebooks to see if entries are narrative and check for focus, significance, tension, and appropriate length of entries ● Listen in on partner conversations to ensure they are referring to their writing and that there are follow up questions ● Read through celebration comments to see if students understand what good narrative writing looks like 	
<p>Benchmark Assessments</p>	
<ul style="list-style-type: none"> ● TCRWP Assessment for Independent Reading Levels ● Beginning of the Year Writing Assessment (Fall) 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published pieces scored using the OPS Rubric for Narrative Writing Grade 3 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes ● Students will be provided with the option of using another digital method to present their writing, i.e. Google Slides with images and changes in font/size to show emotion. 	

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</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.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text</p>

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relevant to a grade 3 topic or subject area.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Informational Text

N/A

Reading Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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.

W.3.10 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.

Speaking & Listening

SL.3.1 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

SL.3.4 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- G. Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- B. Use commas in addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Computer Science and Design Thinking

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

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.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Unit 1 Narrative: Launching Writing Workshop & Personal Narrative

Suggested Teaching Points

Unit 1/Bend 1: Writing Personal Narrative With Independence

Writers will understand the importance of being a responsible community member by...

- Engaging in a discussion around the importance of password safety.
- Participating in conversations with classmates around rules and expectations for sharing ideas and feedback in a constructive way.

Writers will immerse themselves in writing by...

- Writing an on-demand personal narrative.
- Using photos, pictures, and mementos to decorate their writer's notebooks for inspiration.
- Understanding the expectations of writing workshop and how to maintain the writing notebook.

<p><i>Writers will use their notebooks to write with stamina and volume by...</i></p>	<ul style="list-style-type: none"> ● Collecting important stories and telling them with focus. ● Generating long entries in their notebooks by using multiple strategies. ● Telling the story of something that happened once with a special person. ● Telling the story of something that happened once in a special place. ● Telling the story of something that happened once with a special object. ● Drawing a map of the heart, choosing one item from it, and telling the story of one thing that happened once with it. ● Telling the story of the first time or last time something happened. ● Telling the story of something that makes you feel a significant emotion (jubilation, ire, grief, terror, shock, disappointment).
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Unit 1/Bend 2: Rehearsing and Drafting in Ways That Set Children Up to Write Effectively

<p><i>Writers write with great length and in great detail by...</i></p>	<ul style="list-style-type: none"> ● Expanding their entries in their notebooks (either tangible or digital): <ul style="list-style-type: none"> ○ Making a timeline ○ Choosing the most exciting part of the timeline ○ Making a separate timeline of it. ● Writing with a mix of thought, action, and dialogue and writing with a mix of internal (thought, feeling) and external (action, dialogue, setting) story. ● Rereading their entries and selecting a seed idea to develop and publish: <ul style="list-style-type: none"> ○ Read entries ○ Use Post-its (either tangible or digital) to identify the most significant entries ● Writing a one-half page of reflection on what the story really shows about yourself, your family, the world, etc. ● Discussing their strategies with partners: <ul style="list-style-type: none"> ○ Say, “Yesterday, you were working on (name a strategy). How is that going today?” Say, “I think my writing is so much better because (name a reason). Let me show you.” Ask, “What do you do when you run out of things to say?” ● Writing with great focus: <ul style="list-style-type: none"> ○ Create a timeline of the story, choose the most important part of the story, and create a new timeline of just that part ○ Write out the most exciting part based on the new timeline using lots of thought, action, and dialogue
<p><i>Writers will develop and draft their ideas for stories by...</i></p>	<ul style="list-style-type: none"> ● Understanding the differences between watermelon and seed stories by gathering notebook entries on special people, places, memories and strong emotions. ● Planning their stories by choosing a seed, then reading and understanding various prewriting strategies, such as:

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	<ul style="list-style-type: none"> ○ Creating a timeline of events ○ Building a story mountain ○ Creating a 5W's chart to organize story events ● Adding dialogue to a portion of writing that is filled with action by envisioning what characters would say to one another. ● Adding thoughts to a portion of writing that is filled with action by using words like, "I thought," "I felt," "I noticed," "I wondered," or "I realized." ● Adding more to the action by saying, "For example." ● Reflecting on their writing by pairing with a partner: <ul style="list-style-type: none"> ○ Say, "Something I tried today that made my writing better was (name the strategy). Let me show you." ○ Say, "My biggest challenge today was (name the challenge). Let's talk about this." Ask, "What do you do when (name the situation)? Let's talk about it."
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Unit 1/Bend 3: Fixing Up and Publishing Your Best Work: Revision, Editing, and Publishing	
<i>Writers will revise in big important ways by . . .</i>	<ul style="list-style-type: none"> ● Studying synonyms and their slight differences students will use those nuances to write with precision: Brainstorm synonyms for commonly used verbs and adjectives (say, go, good-looking, write, like, hate, scary, etc.). ● Revising their entries. <ul style="list-style-type: none"> ○ Show, not tell your feelings by saying what happens to your body when you feel that way. ○ Show, not tell the setting by naming things you see and hear. ○ Slow down a highly emotional moment by using repetition. ○ Slow down a highly emotional moment by adding lots of thought and dialogue. ○ Add precise vocabulary. ● Listening to read-alouds to help hear whether or not parts sound right, flow smoothly, and are important to the story. ● Re-reading their own writing to look for places that are not clear and parts that may not be necessary to the flow of their story. ● Improving their work by working with partners.
<i>Writers will edit their writing by...</i>	<ul style="list-style-type: none"> ● Using editing checklists. ● Re-reading the story backwards to check for spelling of words in isolation.
<i>Writers will prepare for a final publication by editing, sharing, and celebrating their work</i>	<ul style="list-style-type: none"> ● Naming the strategies that have been used and ways in which they have grown. ● Rewriting the piece into a final published form. ● By finding compliments and writing compliments on autograph

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by...

sheets or using the comments feature on a shared document.

Unit 1: Grammar/Mechanics

Simple Sentences

Writers will...

- Review simple sentences (subject, verb/complete thought).

A simple sentence is one independent clause that has a subject and a verb and expresses a complete thought. Notice that there are some important requirements for a simple sentence:

1. Must have a subject and a verb.
2. Must express a complete thought.
3. Must only have one clause.

Examples:

1. Joe went to the store.
2. Sarah and Jessie are going swimming.

Nouns

Writers will...

- Form and use regular and irregular plural nouns.
 - Some nouns are irregular. There are no spelling rules for making these nouns plural. You just need to remember how to spell these words.
 - Ex: Plural nouns that end in ves:
 - More than one elf = elves
More than one calf = calves
 - Irregular nouns made plural by changing vowels, changing the word, or adding a different ending:
 - More than one man = men
More than one person = people
More than one mouse = mice
More than one child = children
 - Some irregular plural nouns have the same spelling as their singular form such as scissors, pants, bison, deer, and sheep. Some animal nouns become plural by keeping the same spelling as the singular form or by adding an s or es.
 - More than one cod = cod or cods
 - More than one shrimp = shrimp or shrimps
 - More than one fish = fish or fishes
- Writers use abstract nouns.
 - Abstract nouns are not concrete things. Common categories are feelings, ideas, qualities, and events.
 - Ex: love, fear, creativity, freedom

Capitalize appropriate words in titles

Writers will...

- Always capitalize the first and last word in a title.

- Not capitalize small words like at, of, and, in, to, or the.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Writing: Crafting True Stories* by Lucy Calkins and Medea McEvoy, 2006
- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *I'm in Charge of Celebrations* by Byrd Baylor
 - *The Other Way to Listen* by Byrd Baylor
 - *Desert Voices* by Byrd Baylor and Peter Parnall
 - *Family Pictures* by Carmen Lomas Garza
 - *All the Places to Love* by Patricia MacLachlan
 - *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault
 - *Wilfrid Gordon McDonald Partridge* by Mem Fox
 - *Isla* by Arthur Dorros
 - *26 Fairmount Avenue & Series about His Life* by Tomie dePaola
 - *When I Was Your Age: Original Stories About Growing Up* by Amy Ehrlich
 - *Chicken Soup for the Kids Soul* by Irene Dunlap, Jack Canfield, Mark Victor Hansen, and Patty Hansen
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring,

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TCRWP Assessments for Narrative Writing.

- Refer to student's IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide a timeline to ensure that student's writing follows a specific sequence
- Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Provide checklist to edit spelling, grammar, and punctuation.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Build anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Provide pre-filled "Piece of Heart" anchor chart to generate ideas.
- Define emotions and feelings.
-
- Provide direct and explicit instruction on adding dialogue to a story.
- Provide a piece of writing to the students and have the students highlight the dialogue between characters
-
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- During independent practice, have the student repeat the expectations of the writing assignment to ensure comprehension
- Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines.
- Provide written directions with verbal directions whenever possible to ensure that the students have a visual reference of the expectations of writing a narrative
- Provide organizers to formulate ideas
- Provide pre filled anchor charts to cue the student to the skill being applied
- Preferential seating

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- Repeated directions or step-by-step directions using clear concise language and pair verbal directions with written directions whenever possible
- Preview content vocabulary- and provide a visual of the word and definition
- Provide a timeline to ensure that student's writing follows a specific sequence

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk. Provide sentence starts or guided questions to keep partner talk focused on the writing task.
- Set writing goal for assignment and then focus only on that goal. Write out the writing goal so the student can go back and reference the goal as needed
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation using a provided check list..
- Use sentence starters or frames when possible.
- Build anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model writer's notebook with a teacher's and/or student's notebook.
- Use "Piece of Heart" anchor chart to generate ideas.
- Define emotions and feelings with provided examples..
- Provide graphic organizer for timelines.
- Provide direct and explicit instruction on adding dialogue to a story.
- Build anchor chart "Planting Seed" to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Provide timelines with specific due dates that structure when certain parts of each assignment is due (chunking the assignment) graphic organizer for timelines.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last using a provided check list..
- Use sentence starters or frames when possible.
- Build anchor chart "Writer's Workshop Looks Like...Sounds Like" and refer to it throughout the unit.
- Demonstrate and model Writer's Notebook with a Teacher's and/or Student's Notebook.

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- Use “Piece of Heart” anchor chart to generate ideas. Provide a prefilled out “Piece of Heart” personal anchor chart so the students have a reference
- Define emotions and feelings. Give specific examples of emotions with pictorial supports when identifying emotions.
- Provide a timeline to ensure that student’s writing follows a specific sequence
- Provide direct and explicit instruction on adding dialogue to a story.
- Build anchor chart “Planting Seed” to grow ideas and refer to throughout the unit.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set writing goal for assignment that is rigorous yet on level for this particular student.
 - a. Students will use stronger vocabulary when identifying or describing emotions in their writing
 - b. Students will add independent clauses to their writing for added interest.
 - c. Structure story line with multiple characters
- Provide opportunities to use student notebook as an example.
- Provide opportunities for students to create personal narratives in other formats such as illustrated google slides, comic strips, children’s books, ect. Students will then have the option to share with a lower grade.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations

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- Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 2 Opinion: Introduction to Literary Essay

Unit Overview

The work students do in this Literary Essay writing unit will help them to deepen their comprehension while they are reading. It will also set them up for success on the third grade state tests, and to be better prepared for writing fourth grade essays. Students will learn the skills behind writing a strong literary essay – close reading. Students will not only learn the structure of an essay, but will learn to read and reread a text in search of evidence to support their claims. They'll learn to filter through details in search of the most relevant evidence, to cite it (either by quoting or paraphrasing), and to connect the evidence back to the big idea they are seeking to prove. They will gather their evidence from a story. Students will be immersed in essay structure with a quick shared experience. The students will write a few essays quickly on a shared story that they know well and have talked about, and for which the class has generated some ideas and claims. Students will learn how to structure a simple essay and how to include evidence from the story. Students will then be ready to learn to read texts in search of defensible ideas.

Third graders can write essays about the stories they are reading, and these don't have to be essays with parallel reasons, or sophisticated quoting from the text, or insightful intellectual analysis. Kids will learn to do that work in fourth grade, and fifth grade, and sixth grade, and so on. In this third grade unit and introduction to the literary essay, students will realize that they have significant ideas about the characters in the stories they are reading, and the lessons these stories teach, and that they can write these ideas so that others are interested and persuaded. This unit will teach them to take ideas they are having about stories, check that they can support those ideas with evidence from the text, and then write a quick draft of an essay.

Enduring Understandings

Writers will:

- Develop texts based upon opinions as they read.
- Grow ideas within and among texts as they read
- Write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence from the text.
- Explore ideas about literature that help me develop a claim to grow into an essay.
- Draft, revise, and edit an essay that clearly supports an idea about a text.
- Use everything they know to write a second literary essay, this time working with more independence.

Assessments

Pre-assessment	Post-assessment
Prompt: “Today you are going to write a literary essay in which you will write your claim and use evidence	Prompt: “Today you are going to write a literary essay in which you will write your claim and use evidence

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<p>and examples to support your thinking. When you do this, draw on everything you know about writing about what you are reading. I will be reading a story to you. Let's each write an essay about the big idea in this short story - a piece that shows our best work. You will have 45 minutes to write your thoughts about the big idea in this story and use evidence from the story to support your thoughts. Use everything you know about good writing."</p> <p>Read-aloud a short story to the students. Explain that the story is about ____.</p> <p>Score using the OPS Rubric for Opinion Writing Grade 3</p>	<p>and examples to support your thinking. When you do this, draw on everything you know about writing about what you are reading. I will be reading a story to you. Let's each write an essay about the big idea in this short story - a piece that shows our best work. You will have 45 minutes to write your thoughts about the big idea in this story and use evidence from the story to support your thoughts. Use everything you know about good writing."</p> <p>Read-aloud a short story to the students. Explain that the story is about ____.</p> <p>Score using the OPS Rubric for Opinion Writing Grade 3</p>
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Possible Formative Assessments

- Conferring Notes
- Peer editing
- Teacher observation
- Notebook Checks
- Check for significance in notebook entries
- Read notebook entries and look for a mix of theories and text evidence, making sure bullets are supportive of boxes
- Listen in on partner talk
- Read celebration comments to see if students understand qualities of good essays

Summative Assessments

- Pre and Post Unit Writing Assessments
- Published pieces assessed using the [OPS Rubric for Opinion Writing Grade 3](#)

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Reading Informational Text

N/A

Reading Foundational Skills

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3 Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.).
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Speaking & Listening

- SL.3.1 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.
- 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).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 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.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - D. Form and use regular and irregular verbs.
 - E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - F. Ensure subject-verb and pronoun-antecedent agreement.

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L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.9: Justify reasons to have insurance.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP6 Model integrity, ethical leadership and effective management.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Social Studies

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit 2 Opinion: Introduction to Literary Essay

Suggested Teaching Points

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Unit 2/Bend 1: Generate Ideas About Literature

Using one text to explain a big idea or analyze a character, writers practice the elements of a literary essay by...

- Using information from their books to develop ideas about characters.
- Tracking their thinking by using their notebook (either tangible or digital).
- Focusing on a dominant trait that the character has.
- Reading closely, looking for evidence to support their big idea by using boxes and bullets:
 - Pay attention to what the character says, does, feels, thinks
- Getting ideas about characters and write long about them:
 - Choose a character and write long about the way he or she changes, using evidence from the text to support thinking.
 - Choose more than one character and tell the ways they are very much alike or different, using evidence from the text to support thinking.
- Analyzing big ideas about characters and writing long about them:
 - Choose an idea from reading within books, and write long entries about them (e.g., loneliness, strong friendship, relationships, etc.).
- Getting ideas about how other story elements affect characters:
 - Writing ideas about how setting, plot, the problem, and other characters affect the character.
- Getting ideas by revisiting theories they had in books they have read:
 - Writing long about a theory from a book that was read earlier in the year, using evidence from the text to support thinking
- Extending their ideas by using transition words:
 - Use words to extend their ideas in new paragraphs (e.g., “furthermore,...,” “for example,...,” “This makes me think...,” “This is important because...”).

Unit 2/ Bend 2: Support and Craft Arguments of a Literary Essay

Writers draft essays that explore their big idea about a text by...

- Crafting a claim for their essays:
 - Choosing which idea you have most to say about or have the best connection with
 - Creating boxes and bullets (idea and supports)
 - Writing long about the bullet
- Elaborating their bullets.
- Using a mix of ideas, facts, thoughts, text evidence, and personal connections to extend writing.
- Using the transition words to extend writing.
- Drafting introductions, body paragraphs, and conclusions:
 - In a booklet, write introductions by combining claim and support statements.
 - Write bullets in paragraph form using a mix of ideas, facts,

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	<p>thoughts, text evidence, quotes, and personal connections.</p> <ul style="list-style-type: none"> ○ Reviewing the body paragraphs, looking for a pattern within them; then revising the claim if necessary. ● Writing conclusions by restating the thesis statement and new ideas the essay has led to. ● Using information from their books to develop ideas about characters. ● Using their writer’s notebook to track their thinking. ● Using information from their books to develop a big idea about a character, focusing on a dominant trait. ● Reading closely, looking for evidence to support their big idea by using boxes and bullets: <ul style="list-style-type: none"> ○ Pay attention to what the character says, does, feels, thinks
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Unit 2/Bend 3: Draft and Revise Essays with Increased Independence

<p><i>Writers draft their writing with increased independence by...</i></p>	<ul style="list-style-type: none"> ● Drafting an introductory paragraph which will include the title and author of the book, a brief summary of the plot, and the big idea. ● Drafting paragraphs for each of their pieces by showing evidence by using direct quotes, as well as paraphrasing to support their big idea.
<p><i>Writers revise their writing with increased independence by...</i></p>	<ul style="list-style-type: none"> ● Combining and separating sentences. ● Flipping statements into questions or questions into statements. ● Adding concluding statements to the end of each paragraph by restating the topic sentence. ● Adding text evidence to support their thinking: <ul style="list-style-type: none"> ○ Starting sentences off with phrases like, “As it says on page __,…” “Just like in the text…” “One part of the story that really shows that is…” ○ Ensuring that text evidence is a clear support for what is being stated by flipping the sentence to say, “This happened (name text evidence), so that means (idea),” and see if it makes sense. ● Using direct quotes as textual evidence. ● Revising for repetition, confusing areas and clarity. ● Revising to combine choppy sentences.
<p><i>Writers edit and publish their writing with increased independence by...</i></p>	<ul style="list-style-type: none"> ● Using editing checklists. ● Rereading the essay backwards to check for spelling of words in isolation. ● Preparing for publishing. ● Rewriting work into essay format (instead of a booklet). ● Reflecting on what students learned about themselves as readers, writers, and people. ● Naming the strategies that have been used and ways in which we have grown.

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- Celebrating each other's work by finding compliments.

Unit 2: Grammar and Mechanics

Regular and Irregular Verbs

Writers will...

- Form and use regular and irregular verbs.
 - Irregular verbs are verbs in which the past tense is not formed by adding the usual -ed ending (e.g. sing, sang vs. laugh, laughed). Irregular verbs have different spellings for the past and past participle.

Verb Tense

Writers will...

- Use simple verb tenses (I walk, I walked, I will walk).
 - There are three main tenses: the **present**, the **past**, and the **future**.

Subject-Verb and Pronoun Antecedent Agreement

Writers will...

- Pay attention to subject, verb and pronoun antecedent agreement (I saw John. He was at my house.).
 - Subject-verb agreement
The subject and verb of a sentence must agree.
 - **Singular subject** → singular verb
A cow has black spots.
"Cow" is a singular subject. "Has" is a singular verb.
 - **Plural subject** → plural verb
Cows have black spots.
"Cows" is a plural subject. "Have" is a plural verb.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing: If...Then...Curriculum. Teaching Writing Grade 3* by Lucy Calkins and Julia Mooney (The Literary Essay p. 43)
- *Teachers College Reading and Writing Project Writing Curricular Calendar, Third Grade, 2017-2018* Unit 4 - Baby Literary Essay
- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Because of Winn-Dixie* by Kate DiCamillo

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- *Little by Little* by Jean Little (Memoir)
- *Journey* by Patricia MacLachlan
- *A Summer Life* by Gary Soto
- *The Witches* by Roald Dahl
- *Hot Day on Abbott Avenue* by Karen English
- *The Marble Champ* by Gary Soto
- *Fly Away Home* by Eve Bunting
- *Charlotte's Web* by E.B. White
- *Chrysanthemum* by Kevin Henkes
- *Those Shoes* by Maribeth Boelts
- *Eleven* by Sandra Cisneros
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to type.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Use sentence starters or frames when possible.
- Define and share examples of literary essays and claims about texts.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them good.
- Build anchor chart on finding text evidence and refer to it throughout the unit, providing personal desk copies for the student.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Provide students with list character traits and include pictures of the character traits whenever possible or have the student illustrate the character trait.
- Provide examples of character traits via video clips, children's books with no words, ect. And give the student two examples of what the possible trait could be.
- Provide evidence from the video clip, picture book, ect. to support why they chose that character trait.
- Provide a pre-filled out graphic organizer that structures how to identify the character traits and support a claim.
- Provide a graphic organizer that structures how to identify the character traits and support a claim that the students can fill out either in pairs independently (cloze notes format)
- Provide a formulaic approach on how to write a thesis statement. Provide sentence starters as needed.

Students with 504s

- Extended time
- Provide extended time and graphic organizers to formulate ideas
- Provide visual clues for character traits
- Preferential seating
- Define and share examples of literary essays and claims about texts.
- Provide graphic organizer on elements of literary essay.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them good.

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- Build anchor chart on finding text evidence and refer to it throughout the unit, providing personal desk copies for the student..
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Provide students with list character traits and include pictures of the character traits whenever possible or have the student illustrate the character trait.
- Provide examples of character traits via video clips, children’s books with no words,ect. And give the student two examples of what the possible trait could be.
- Provide evidence from the video clip, picture book, ect. to support why they chose that character trait.
- Provide a pre-filled out graphic organizer that structures how to identify the character traits and support a claim.
- Provide a graphic organizer that structures how to identify the character traits and support a claim that the students can fill out either in pairs independently (cloze notes format)
- Extensions-guided webquests and graphic organizers
- Provide a formulaic approach on how to write a thesis statement. Provide sentence starters as needed.

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk. Provide sentence starters or guided questions to ensure the partner talk is focused on the task
- Set writing goal for assignment and then focus only on that goal. Write down the goal so the student can go back and reference it as needed.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last. Edit one skill at a time.
- Use sentence starters or frames when possible.
- Define and share examples of literary essays and thesis statements.
- Provide a formulaic approach on how to write a thesis statement. Provide sentence starters as needed.
- Provide graphic organizer on elements of literary essay.
- Provide examples of introduction and conclusion paragraphs highlighting what makes them effective.
- Build anchor chart on finding text evidence and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Provide students with list character traits and include pictures of the character traits whenever possible or have the student illustrate the character trait.
- Provide examples of character traits via video clips, children’s books with no words,ect. And give the

student two examples of what the possible trait could be.

- Provide evidence from the video clip, picture book, ect. to support why they chose that character trait.
- Provide a pre-filled out graphic organizer that structures how to identify the character traits and support a claim.
- Provide a graphic organizer that structures how to identify the character traits and support a claim that the students can fill out either in pairs independently (cloze notes format)

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow for extended conferencing.
- Provide guided notes as necessary.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Define and share examples of literary essays claims about texts.
- Provide graphic organizer on elements of literary essay.
- Build anchor chart on finding text evidence and refer to it throughout the unit.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Provide students with list character traits and include pictures of the character traits whenever possible or have the student illustrate the character trait.
- Provide examples of character traits via video clips, children's books with no words,ect. And give the student two examples of what the possible trait could be.
- Provide evidence from the video clip, picture book, ect. to support why they chose that character trait.
- Provide a pre-filled out graphic organizer that structures how to identify the character traits and support a claim.
- Provide a graphic organizer that structures how to identify the character traits and support a claim that the students can fill out either in pairs independently (cloze notes format)
- Provide a formulaic approach on how to write a thesis statement. Provide sentence starters as needed.

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.

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- Provide opportunities to lead discussion.
- Use flexible grouping.
- Set rigorous writing goals for assignments.
- Have students make claims across a series or about how characters develop throughout a book.
- Have students make inferences about characters when making claims.
- Have students prove their claims with text to self, text to text, and text to world connections.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.

- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 3 Narrative: Realistic Fiction

Unit Overview

During this unit, third grade students will write fictional narratives in which they establish a situation and introduce a narrator or characters with a naturally unfolding sequence of events. Additionally, students are expected to use narrative techniques including dialogue, descriptions of actions, thoughts, and feelings, use temporal words and phrases to signal event order, and provide a sense of closure. The goal of this unit is for students to write well-crafted stories that focus on a clear plot and development of characters. Students will immerse themselves in age-appropriate narrative stories to discern how these texts tend to go and to gather possible true story ideas. Additionally, students revisit qualities of good writing to create their realistic fiction pieces. They will select their best work to revise, edit, and publish.

Special attention will be given to reviewing routines and rituals in order to develop a community of independent writers. Students will learn to work in effective partnerships so they can support one another in cycling through the writing process at their own pace, developing increased independence and self-reliance.

Lessons are designed to teach writers how to navigate through the process: generating story ideas, drafting, rereading, revising and then starting on another piece. At the end of the unit, children will choose their best work and revise this more deeply and extensively to share with an audience. The unit culminates with a celebration of writing growth, recognizing students' growing knowledge of good writing, their increasing repertoire of writing strategies and their success with cycling through the writing process.

Enduring Understandings

Writers will:

- Create and develop stories with characters who could exist in real life.
- Create and develop stories with believable settings, problems, and solutions.
- Develop the heart of a story.
- Revise by studying what other authors have done in their own realistic fiction stories.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: "I'm really eager to understand what you can do as writers of stories so today, you will write the best realistic fiction story that you can. You might focus on just a scene or two. You'll have only forty-five minutes to write this story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way</p>	<p>Prompt: "I'm really eager to understand what you can do as writers of stories so today, you will write the best realistic fiction story that you can. You might focus on just a scene or two. You'll have only forty-five minutes to write this story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way</p>

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<p>that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write a beginning for your story. ● Name a character. ● Elaborate to help readers picture your story. ● Show what your story is really about. ● Write an ending for your story." <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>	<p>that allows you to show off all you know about narrative writing. In your writing, make sure you:</p> <ul style="list-style-type: none"> ● Write a beginning for your story. ● Name a character. ● Elaborate to help readers picture your story. ● Show what your story is really about. ● Write an ending for your story." <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>
<p>Possible Formative Assessments</p>	
<ul style="list-style-type: none"> ● Conferring Notes ● Teacher observation ● Peer editing ● Check notebooks to see that students are writing with lots of volume ● Small strategy groups 	
<p>Summative Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published pieces assessed using the OPS Rubric for Narrative Writing Grade 3 	
<p>Alternative Assessments</p>	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

<p>Reading Literature</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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>Reading Informational</p>
<p>N/A</p>
<p>Reading Foundation</p>

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- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- C. Decode multisyllable words.
 - D. Read grade-appropriate irregularly spelled words.
- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- 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.
- W.3.10 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.

Speaking & Listening

- SL.3.1 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.
- 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).
 - C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - D. Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 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.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Use commas and quotation marks in dialogue.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Comprehensive Health and Physical Education

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

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.

Practices

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

Unit 3 Narrative: Realistic Fiction

Suggested Teaching Points

Unit 3/Bend 1: Creating and developing stories with characters that feel real

Writers will find ideas and write up a storm by...

- Collecting story ideas by imagining stories from ordinary moments and issues in their lives.
- Paying attention to characteristics learned about healthy and unhealthy relationships to generate ideas for their realistic fiction stories.
- Generating ideas for realistic fiction stories by rereading their

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	writer's notebook entries with a fiction writer's eyes.
<i>Writers will create and develop stories with characters that feel real by...</i>	<ul style="list-style-type: none"> • Developing their characters using dialogue and thought. • Creating their character external and internal traits. • Developing their characters using action and description. • Giving characters struggles and motivations.
<i>Writers will create and develop stories with believable settings, problems, and solutions by...</i>	<ul style="list-style-type: none"> • Creating several possible storylines for their realistic fiction stories. • Choosing a storyline and trying it out. • Keeping the point of view of the narrator of their story in mind.

Unit 3/Bend 2: Drafting and Revising with an Eye Toward Believability

<i>Writers will draft their stories by...</i>	<ul style="list-style-type: none"> • Choosing a storyline and plot it along a story mountain, or arc. • Creating several strong leads for their stories that include details about the setting. • Trying out different ways to create strong endings for their stories.
<i>Writers will develop the heart of the story by...</i>	<ul style="list-style-type: none"> • Using figurative language to show how something happens. • Using multiple attempts to solve the problems and create suspense. • Showing their craft by showing emotions rather than telling about them.

Unit 3/Bend 3: Preparing for Publication With an Audience in Mind

<i>Writers will revise and edit in big, important ways by...</i>	<ul style="list-style-type: none"> • Revising and varying the length of some of their sentences: <ul style="list-style-type: none"> ◦ Simple and complex sentences • Using checklists to self-assess. • Working with partners to edit their writing. • Playing with the option of using a digital format to tell their story, i.e. Google Slides with images, filming each other reading their story, use of Flipgrid to share, etc.
<i>Writers revise by learning from published writing by...</i>	<ul style="list-style-type: none"> • Revising for word choice to bring characters and situations to life. • Using model sentences from mentor texts to apply to their own writing.

Unit 3: Grammar and Mechanics

Formatting dialogue

Writers will...

- Use commas and quotation marks in dialogue:

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1. A speaker's exact words (also called dialogue) must be surrounded by quotation marks.
Example: "I love flowers," said Jessie.
2. Opening quotation marks are used to mark the beginning of the speaker's words, and closing quotation marks are used to mark the end of the speaker's words.
3. Commas and periods are always placed inside the closing quotation marks.
Example: "I like chips," said Milly.
Jason replied, "I love pretzels."
4. Use a comma to introduce a quotation after a dialogue tag.
Example: Tyler replied, "Blue is my favorite color."
5. If dialogue is split or separated, use quotation marks to surround each part that is spoken.
Example: "Yes," said Bobby, "I love cheese pizza."
6. If a quotation is not split or separated, don't close the quotation until the speaker is finished. This could sometimes involve numerous sentences.
Example: "Please write your name on your paper before you begin. Once you finish, bring your paper to the front of the room and place it on my desk," said the teacher.

Adjectives and Adverbs

Writers will...

- Form and use comparative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Grade 3* by Lucy Calkins with Colleagues from the Reading and Writing Project *If...Then...Curriculum*
- *Units of Study For Teaching Writing, Gr 3-5 Units of Study in Opinion, Information, and Narrative Writing Crafting True Stories* by Lucy Calkins and Medea McEvoy, 2006.
- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- *Scholastic Leveled Bookroom 4.0*
- *Mentor Text:*
 - *Fireflies* by Julie Brinklow
 - *The Keeping Quilt* by Patricia Polacco
 - *Storm in the Night* by Mary Stolz
 - *Mr. Lincoln's Way* by Patricia Polacco
 - *My Name is Maria Isabel* by Alma Flor Ada
 - *Because of Winn-Dixie* by Kate DiCamillo
 - *Stone Fox* by John Reynolds Gardiner

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- *Class Clown* by Johanna Hurwitz
- *Hundred Penny Box* by Sharon B. Mathis
- *Hundred Dresses* by Eleanor Estes

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide explicit and direct instruction on adding dialogue including punctuation.
- Provide a storyline illustration organizer allowing student to sketch the story before writing it.
- Demonstrate peer editing and keep reinforcing growth mindset.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Review character traits and define them by adding pictorial representations or have the student illustrate the character trait to use as a reference.
- Review elements of dialogue and give examples
- Provide option to draw their character
- Ensure students are able to identify and define story elements
- Examples of pieces of text could be read aloud to identify character and their problems
- Students will focus on writing about one problem that the character is going to fix

- Graphic organizer focusing on the following: Character's name, the problem, and how they are going to fix the problem

Students with 504s

- Extended time
- Time to formulate ideas
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Extensions-guided webquests and graphic organizers
- Review character traits and define them by adding pictorial representations or have the student illustrate the character trait to use as a reference.
- Review elements of dialogue and give examples
- Students will draw their character
- Students will identify and define story elements
- Examples of pieces of text could be read loud to identify character and their problems
- Students will focus on just writing about one problem that the character is going to fix
- Graphic organizer focusing on the following: Character's name, the problem, and how they are going to fix the problem

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Use sentence starters or frames when possible.
- Provide explicit and direct instruction on adding dialogue including punctuation.
- Provide a storyline graphic organizer. Provide a storyline illustration organizer allowing student to sketch the story before writing it.
- Demonstrate peer editing and keep reinforcing growth mindset
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Review character traits and define them by adding pictorial representations or have the student illustrate the character trait to use as a reference.
- Review elements of dialogue and give examples
- Students will draw their character
- Students will identify and define story elements
- Examples of pieces of text could be read loud to identify character and their problems

- Students will focus on just writing about one problem that the character is going to fix
- Graphic organizer focusing on the following: Character's name, the problem, and how they are going to fix the problem

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Provide explicit and direct instruction on adding dialogue including punctuation.
- Provide a storyline graphic organizer.
- Provide a storyline illustration organizer allowing student to sketch the story before writing it.
- Demonstrate peer editing and keep reinforce growth mindset.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).
- Review character traits and define them by adding pictorial representations or have the student illustrate the character trait to use as a reference.
- Review elements of dialogue and give examples using visual representation
- Students will draw their character
- Students will identify and define story elements- students will be provided a word bank to assist with recalling the story elements and help with spelling
- Examples of pieces of text could be read loud to identify character and their problems
- Students will focus on just writing about one problem that the character is going to fix
- Graphic organizer focusing on the following: Character's name, the problem, and how they are going to fix the problem

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for the piece.
- Provide opportunities to use student's notebook as an example.

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- Encourage students to develop a problem with multiple attempts to solve it.
- Encourage students to create multiple smaller problems while trying to solve the larger problem of their story.
- Encourage students to create complex characters.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make

ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 4 Informational: Nonfiction Writing

Unit Overview

This unit builds upon the skills students have previously learned as informational writers. It is centered on a particular type of informational writing which is a structured, written-to-learn, expert-based project. During this unit, students will learn to write introductions, organize information, and include text features that help their readers. Students will also be taught many different ways to elaborate on their topics through the use of facts, definitions, and other important details, but also through the use of descriptions. Initially, students will be guided through the writing process, with guidance from teachers. Time will be spent teaching students various strategies for planning, revising, and editing. Students will learn how a table of contents can be as a tool for structuring an informational piece. Students will revise by learning concrete strategies and using those strategies to lift the level of all the work they have done to date. When choosing a topic, students will be encouraged to research and explore local issues and ways to solve those problems. Students may choose one of the issues and become an “expert” through research to make recommendations on ways to help. Students will be encouraged to write this final information piece in the form of brochure, article, book, or digital advertisement.

Enduring Understandings

Writers will:

- Grow new ideas about topics in the content area.
- Develop and organize those new ideas in writing.
- Create introductions through researching mentor texts.
- Use text features to make it easier for the reader to learn.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: "Think of a topic that you've studied or know a lot about. You will have one writing workshop session to write an informative text (all about/expertise) that teaches others interesting and important ideas about your topic. Be sure to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about informational writing."</p> <p>Score using the OPS Rubric for Informational Writing Grade 3</p>	<p>Prompt: "Think of a topic that you've studied or know a lot about. You will have one writing workshop session to write an informative text (all about/expertise) that teaches others interesting and important ideas about your topic. Be sure to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about informational writing."</p> <p>Score using the OPS Rubric for Informational Writing Grade 3</p>
Possible Formative Assessments	
<ul style="list-style-type: none">• Conferring Notes	

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- Peer editing
- Teacher observation
- Check notebook checks for non-narrative writing
- Read through published piece to see a balance of facts and thoughts

Benchmark Assessments

- TCRWP Assessment for Independent Reading Levels

Summative Assessments

- Pre and Post Unit Writing Assessments
- Published pieces assessed using the [OPS Rubric for Informational Writing Grade 3](#)

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Reading Informational Text

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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

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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.

Reading Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C. Decode multisyllable words.

D. Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

B. Develop the topic with facts, definitions, and details.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

D. Provide a conclusion.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7 Conduct short research projects that build knowledge about a topic.

Speaking & Listening

SL.3.1 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.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D. Explain their own ideas and understanding in light of the discussion.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 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.

SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- B. Form and use regular and irregular plural nouns.
- D. Form and use regular and irregular verbs.
- E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- F. Ensure subject-verb and pronoun-antecedent agreement.
- G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- I. Produce simple, compound, and complex sentences

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize appropriate words in titles.
- D. Form and use possessives.
- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases for effect.
- B. Recognize and observe differences between the conventions of spoken and written standard English

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
 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.

Practices

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit 4 Informational: Nonfiction Writing

Suggested Teaching Points

Unit 4/Bend 1: Organizing Information	
Writers will explore ideas to write about by...	<ul style="list-style-type: none"> ● Engaging in conversations with school leadership and peers to identify areas in need. ● Reviewing local government websites to learn about issues in the community that may need support.
Writers will classify texts and the information within them to organize for research by...	<ul style="list-style-type: none"> ● Using their notebooks as places to gather information using: <ul style="list-style-type: none"> ○ Boxes and bullets (main idea and supporting facts) ○ Observational writing ○ Sketching (labels and captions make the sketch more informative) ○ Questioning ○ Creating annotated timelines (take notes about events in sequence) ● Creating a community anchor board of concepts within the subject matter. ● Scanning materials, writers will notice what terms, identifications, or

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	<p>images are repeated.</p> <ul style="list-style-type: none"> ● Strengthening vocabulary by creating vocabulary cards with student-generated, teacher-checked definitions.
<p>Writers will work with partners to grow ideas in content area reading and writing by...</p>	<ul style="list-style-type: none"> ● Reading together with partners (or clubs) of similar interest. ● Clarifying understanding of difficult concepts with partners (or clubs). ● Discussing information to create essential questions to explore: <ul style="list-style-type: none"> ○ “That must mean...” ○ “This is important because...” ○ “That reminds me of...”
<p>Writers will think more deeply about their topics by...</p>	<ul style="list-style-type: none"> ● Going back and writing what they think about the information that they have gathered. ● Preparing to take notes by creating idea marker notes: <ul style="list-style-type: none"> ○ Quickly read through materials and create rough notes with abbreviated phrases, sketches, and ideas on Post-its. ● Adding a thought to the bottom of each Post-it that might lead to a new idea or question, looking for a pattern in the Post-its to determine what concepts are important enough to continue to research. ● Studying mentor texts students will recognize and use as a model for elaboration strategies. ● Using a variety of sources to gather information. ● Researching and balancing facts and ideas.

Unit 4/Bend 2: Reaching to Write Well: Planning a Table of Contents and Writing Chapters

<p>Writers will read nonfiction texts related to the content area and take notes to deepen their understanding of the subject matter by...</p>	<ul style="list-style-type: none"> ● Creating essential questions or broad topics and make plans for further research. ● Sticking similar Post-its together in a cluster in the reader’s notebook and writing about what they have in common. ● Reading through notes writers propose a new broad essential question about the topic explored. ● Reading and taking notes: <ul style="list-style-type: none"> ○ Students will decide what materials are useful for their particular topics.
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Unit 4/Bend 3: Moving Toward Publication Using Mentor Texts to Help Writers Revise Chapters They’ve Written

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<p>Writers will use mentor texts to spotlight structure by...</p>	<ul style="list-style-type: none"> ● Participating in shared reading of nonfiction: <ul style="list-style-type: none"> ○ Students will notice how the pages are structured and the kind of information they convey. ● Studying mentor texts. <ul style="list-style-type: none"> ○ Writer’s will recognize how expository nonfiction is divided into chapters each with its own subtopic. ● Recognizing that some mentor texts also use a compare and contrast structure.
<p>As writers write new chapters and revise old chapters, they will return to their research and possibly do more by...</p>	<ul style="list-style-type: none"> ● Revisiting their notebooks to use for both inspiration and elaboration. ● Writing long about previous notes and drawings. ● Writing additional supporting sentences on previous notes.
<p>Writers use mentor texts to learn about elaboration by...</p>	<ul style="list-style-type: none"> ● Using revision techniques such as: <ul style="list-style-type: none"> ○ Partner sentences: If you can write one sentence about this then you can write two or more ○ Sequencing: Going from main idea to details that support it ○ Vocabulary: Using specific words to the topic of study ○ Adding extra pages: charts, diagrams, timelines, captions, front covers, back covers, blurbs ● Working with partners to improve their writing. <ul style="list-style-type: none"> ○ Ask: “How are you adding thoughts to your writing?” ○ Ask: “What do you do when you feel like you have nothing more to say?”

Unit 4: Grammar and Mechanics

Possessives

Writers will...

- Form and use possessives:
 - Teach possessive nouns.
 - Emphasize that the entire noun must be written first. After that, the ‘s is added. This helps kids battle their greatest mistake: adding an apostrophe before an s that already appears in the word.
 - When plural nouns do not end in s, you handle them just like singular nouns and add ‘s. But if the plural noun already ends in s, you simply add an apostrophe.
 - Possessive pronouns
 - Possessive pronouns have no apostrophes.

Paragraphing

Writers will...

- Start a new paragraph to separate topics:
 - Show a beginning sense of grouping sentences together to make a paragraph. This uses a main idea and a few details.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, The Art of Information Writing, Grade 3, Unit 2* by Lucy Calkins and M. Colleen Cruz
- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *A River Ran Wild* by Lynne Cherry
 - *The Kapok Tree* by Lynn Cherry
 - *Cactus Hotel* by Brenda Z. Guiberson and Megan Lloyd
 - *The Same Day in March* by Marilyn Singer
 - Various Student Magazines such as: *Zoobooks, National Geographic for Kids, Ranger Rick*
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Refer to student IEP for goals and modifications
- Provide a sample KWL chart on another topic to teach into filling out a chart.
- Create a KWL chart to activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Allow student to orally construct their writing and self-record to use as a reference for their writing.

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- Provide graphic organizers to help structure the informational text.
- Use sentence starters, templates, and frames when possible.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on text features and how to incorporate them in the students' writing.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.
- Students will be provided a formulaic structure to help them write an introduction
- Students will be provided a graphic organizer or template to help them structure the information
- Students will be provided a graphic organizer or template to develop a formulaic response to include textual evidence to their writing
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Provide a KWL chart
- Time to formulate ideas
- Visual clues
- Preferential seating
- Provide graphic organizers to help structure the informational text.
- Use sentence starters, templates, and or frames when possible.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on text features and how to incorporate them in the students' writing.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.
- Preview content vocabulary
- Extensions-guided webquests and graphic organizers
- Students can be provided a formulaic structure to help them write an introduction
- Students can be provided a graphic organizer or template to help them structure the information
- Students can be provided a graphic organizer or template to develop a formulaic response to include textual evidence to their writing

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk.
- Set writing goal for assignment and then focus only on that goal.
- Provide graphic organizers to help structure the informational text.

- Use sentence starters, templates, and or frames when possible.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on text features and how to incorporate them in the students' writing.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.
- Provide examples of labeling.
- Provide leveled texts and articles when possible.
- Students can be provided a formulaic structure to help them write an introduction
- Students can be provided a graphic organizer or template to help them structure the information
- Students can be provided a graphic organizer or template to develop a formulaic response to include textual evidence to their writing
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Informational Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide graphic organizers to help structure the informational text.
- Set writing goal for assignment and then focus only on that goal
- Allow student to orally construct their story and self-record to use as a reference in their writing.
- Use sentence starters, templates, or frames when possible.
- Provide envelopes or folders for gathering research.
- Provide direct and explicit instruction on highlighting, color coding, paraphrasing and citing information.
- Provide leveled texts and articles when possible.
- Students can be provided a formulaic structure to help them write an introduction
- Students can be provided a graphic organizer or template to help them structure the information
- Students can be provided a graphic organizer or template to develop a formulaic response to include textual evidence to their writing
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Information Writing
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction and allow opportunities for extension.

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- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussions.
- Provide opportunities to use student's notebook as an example.
- Encourage students to use content rich vocabulary in their writing.
- Encourage students to utilize diagrams, close up, graphs, charts, etc... to present their material.
- Provide students with multimedia formats to prepare their writing such as newspaper articles, books, slideshow presentations, etc...
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.

- Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 5 Standardized Test Prep: Writing to a Prompt/Compare Contrast

Unit Overview

The grade 3 test preparation unit will serve to introduce students to the genre of standardized testing as well as review the essential skills they will need when responding to writing prompts about both literary and informational texts. Since this is the first year that students are taking the standardized assessment, we will focus on more direct instruction around the testing genre. Students will analyze the types of questions on the test and identify best practices for answering them. They will be taught to plan out their writing before beginning an essay and come up with a claim and have a focus for each body paragraph. Additionally, students will practice writing the responses to the different types of writing that they are expected to produce on this assessment.

Before addressing the plan for the unit and delving into the instructional decisions that need to be made, it is important to remember that this assessment is primarily a reading test. The writing that students are asked to do is always about what they are reading and textual evidence is paramount. The tasks of the exam are designed to assess students' ability to write from sources. Students are expected to demonstrate that they have understood and analyzed the given passage(s), read and understood the prompt, and clearly incorporated evidence from the passages in their responses.

Enduring Understandings

Writers will:

- Answer literary analysis prompts with well-crafted responses.
- Answer narrative task prompts with well-crafted responses.
- Answer research simulation task prompts with well-crafted responses.
- Identify and utilize best practices to respond to test questions.
- Use relevant textual evidence to support claims.
- Synthesize information from multiple sources to develop their responses.

Assessments

Pre-assessment	Post-assessment
For this assessment, please choose an on demand standardized test prompt (from current standardized testing website or Lit Together). Students will respond to the prompt while in testing conditions. Score using the current standardized testing rubric.	For this assessment, please choose an on demand standardized test prompt (from current standardized testing website or Lit Together). Students will respond to the prompt while in testing conditions. Score using the current standardized testing rubric.
Possible Formative Assessments	

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- Reading responses
- Test prep passages with open constructed responses
- On demand test responses
- See how students pace themselves
- Look for flipped questions, answers to questions, and text evidence in written responses
- Look for narrative elements when reading students' narrative task responses.

Summative Assessments

- Pre and Post Unit Writing Assessments

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

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.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Informational Text

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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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RI.3.6.Distinguish their own point of view from that of the author of a text.
RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.7 Conduct short research projects that build knowledge about a topic.
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.

Speaking & Listening

SL.3.1 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.
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).
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 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.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
I. Produce simple, compound, and complex sentences
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases for effect.
 - B. Recognize and observe differences between the conventions of spoken and written standard English.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

Interdisciplinary Connections

Social Studies

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Unit 5 Standardized Test Prep: Writing to a Prompt/Compare Contrast

Suggested Teaching Points

Unit 5/Bend 1: Preparing Text-based Written Responses

<p>Writers will write text-based responses on demand by...</p>	<ul style="list-style-type: none"> ● Gathering information while suspending judgment: <ul style="list-style-type: none"> ○ Read the entire article and pausing to gather information for both sides of the issue ○ Jot QUICK notes while reading ○ Recognize the perspective from which the article is being told ● Designing a strongly stated thesis statement: <ul style="list-style-type: none"> ○ Reread notes, designing several thesis statements and choosing the correct one
<p>Writers will plan the body of a piece and align it to the thesis by...</p>	<ul style="list-style-type: none"> ● Planning the body of the argument. ● Revising the thesis as needed. ● Identifying the question being asked, and opening with a flipped

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	<p>question and an answer to that question.</p> <ul style="list-style-type: none"> ● Chunking the prompt into parts, and making sure they are addressing each part in the body of the writing. ● Making a plan with bullets on planning paper. ● Checking to make sure that each part of the prompt is addressed in the writing with detail and text evidence and/or narrative elements.
Writers draft in a strong argumentative structure, referring back to notes by...	<ul style="list-style-type: none"> ● Using charts and stems to begin drafting. ● Drafting and showing how to quote the text, citing it in different ways: <ul style="list-style-type: none"> ○ According to _____ ○ In the passage, the author states _____ ● Using domain specific wording: <ul style="list-style-type: none"> ○ Rereading text for precise, domain specific words to include in writing
Writers revise pieces using transitional language by...	<ul style="list-style-type: none"> ● Using an anchor chart of transitional language: <ul style="list-style-type: none"> ○ Furthermore, ○ In addition ○ Specifically ○ In particular ● Creating a few conclusions that restate the main points and offer insight to strengthen the argument. ● Changing sentence structure. ● Changing sentences to simple, compound, complex, and compound-complex.

Unit 5/Bend 2: Writing Text-based Written Responses: Literary Analysis Task (LAT), Narrative Task (NT) and Research Simulation (RST)

Readers and writers answer literary analysis prompts with well-crafted constructed responses by...	<ul style="list-style-type: none"> ● Opening the response with a flipped question, and answering the question. ● Citing relevant, concise text evidence that supports the answer. ● Strengthening the response with subsequent pieces of text evidence. ● Elaborating on constructed response using “essay-stretcher” words: <ul style="list-style-type: none"> ○ This means... ○ This makes me think... ○ This is important because... ● Elaborating on writing through sophisticated vocabulary and syntax.
Readers and writers answer narrative task prompts with well-crafted constructed responses by...	<ul style="list-style-type: none"> ● Opening the response with a flipped question, and answering the question. ● Citing relevant, concise text evidence that supports the answer. ● Sequencing the text evidence in appropriate order. ● Integrating thought, action, dialogue, setting, and other narrative elements. ● Elaborating on writing through sophisticated vocabulary and syntax.

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<p>Readers and writers use relevant sources and craft research simulation responses by...</p>	<ul style="list-style-type: none"> ● Identifying the question being asked, and opening with a flipped question and an answer to the question. ● Taking notes on relevant information while viewing the video. ● Rereading notes once the video is complete and asking, “What do I expect the next text to be about?” ● Reading the next text with the lens of expectations based on the video. ● Taking notes on the texts.
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Unit 5: Grammar and Mechanics

Simple Sentences

Writers will...

- Produce simple sentences (a very basic sentence that contains a subject and a predicate):
 - Expresses one complete thought
 - Does not start with a prepositional phrase

Compound and Complex Sentences

Writers will...

- Produce compound and complex sentences (a sentence that contains two or more complete thoughts (independent clauses).
- Combine connecting thoughts to produce complex sentences.
- Build on their knowledge of sentence structure to craft more complex sentences.

Instructional Materials and Learning Activities

Core Instructional Materials:

- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Writing Pathways K-5, Performance Assessments and Learning Progressions, *Units of Study for Teaching Reading* Lucy Calkins with Colleagues from the Reading and Writing Project.
- Mentor Text:
 - *StoryWorks* by Scholastic
 - *Newsela*
 - LinkIt! PARCC released passages
 - Custom LinkIt! assessments
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments

- Readworks
- Scholastic
- Bookflix
- Epic
- Zaner-Bloser
- Newsela

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, etc.
- Refer to student IEP for goals and modifications
- Pre-teach the concepts of compare and contrast using a venn diagram for example compare and contrast two pieces of fruit
- Provide a template of how to formulaically respond to a writing prompt such as RACE (direct instruction)
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Allow student to type or utilize dictation features
- Model breaking down the prompt to answer all parts. Provided a completed written response so the student can use it as a reference
- Build “Strategies for Writing to a Prompt” anchor chart and provide personal copies for students’ to refer to throughout the unit.
- Build “Transition Word” anchor chart and refer to it throughout the unit; fade away the transition word and encourage students to use transition words in their writing
- Provide opportunities for students to prewrite using a graphic organizer and fade away the support of a graphic organizer or teach the student how to quickly create their own graphic organizer
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Preferential seating
- Extensions-guided webquests and graphic organizers
- Provide opportunities for students to prewrite using a graphic organizer and fade away the support of a graphic organizer or teach the student how to quickly create their own graphic organizer
- Provide students with time management skills in order ensure that the student addresses all aspects of the writing process

Students at Risk

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- Use various methods to understand a student’s learning style: observation, surveys, conferring, etc.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Model breaking down the prompt to answer all parts and provide a completed example of a written response so that the students can go back and use it as a reference or guide
- Build “Strategies for Writing to a Prompt” anchor chart and refer to it throughout the unit.
- Build “Transition Word” anchor chart and refer to it throughout the unit; fade away the “transition word” anchor chart and encourage the students to use transition words in their writing
- Provide opportunities for students to prewrite using a graphic organizer and fade away the support of a graphic organizer or teach the student how to quickly create their own graphic organizer
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Multilingual Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, etc.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Edit spelling, grammar, and punctuation last. Focus on one skill at a time.
- Use sentence starters when possible; but fade away the sentence starters.
- Model breaking down the prompt to answer all parts. Provide an example
- Provide opportunities for students to prewrite using a graphic organizer and fade away the support of a graphic organizer or teach the student how to quickly create their own graphic organizer
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, etc.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer’s current level.
- Provide opportunities to lead discussion.
- Encourage students’ to make text to text, text to self, and self to world connections in their written responses.
- Provide students with the NJSLA writing rubric in order to set rigorous writing goals.
- Encourage students to use voice in their writing.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

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- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 6 Opinion: Persuasive Writing

Unit Overview

Third graders are full of opinions and are eager to persuade others. In this unit, students learn to introduce topics, support these by listing reasons, use transition words to connect the various parts of their pieces and to craft conclusions that send the reader off. This unit moves writers from writing opinion books formatted after Mo Willems' *Don't Let the Pigeon Drive the Bus* book to writing persuasive books on other topics of interest/local issues of concern, including climate change. Across the unit, there is a focus on considering the audience and word choice in light of the audience. The major goal of this unit is to help writers become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing. At the completion of the unit, students will choose what they deem to be the most powerful scene from their writing to animate through stop motion as a way of enhancing their persuasive writing.

Enduring Understandings

Writers will:

- Think about issues that are important to them.
- Develop and craft their opinion about important topics.
- Use structures to aid in organization.
- Support their opinion with reasons and examples.
- Elaborate by adding more to their writing.
- Share their writing with others.
- Use animation technology to enhance their persuasive writing.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: "Think of a topic that you have strong feelings about. You will have one session to write about a topic that you know and care about, an issue around which you have strong feelings. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Write an opinion text in which you state your opinion or claim and tell reasons why you feel that way. Write in a way that shows all that you know about opinion writing."</p> <p>The teachers might want to give the entire class the same topic for ease of scoring. Possible 3rd grade persuasive essay topics can include:</p> <ul style="list-style-type: none">• Should 3rd graders get homework?	<p>Prompt: "Think of a topic that you have strong feelings about. You will have one session to write about a topic that you know and care about, an issue around which you have strong feelings. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Write an opinion text in which you state your opinion or claim and tell reasons why you feel that way. Write in a way that shows all that you know about opinion writing."</p> <p>The teachers might want to give the entire class the same topic for ease of scoring. Possible 3rd grade persuasive essay topics can include:</p> <ul style="list-style-type: none">• Should 3rd graders get homework?

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<ul style="list-style-type: none"> ● What is the best sport? ● Where is the best place to go for a field trip? ● Should 3rd graders be able to watch TV after school? <p>Score using the OPS Rubric for Opinion Writing Grade 3</p>	<ul style="list-style-type: none"> ● What is the best sport? ● Where is the best place to go for a field trip? ● Should 3rd graders be able to watch TV after school? <p>Score using the OPS Rubric for Opinion Writing Grade 3</p>
Possible Formative Assessments	
<ul style="list-style-type: none"> ● Conferring Notes ● Teacher Observation ● Peer editing ● Student Notebooks ● Small Strategy Group Notes 	
Summative Assessments	
<ul style="list-style-type: none"> ● Pre and Post Unit Writing Assessments ● Published pieces assessed using the OPS Rubric for Opinion Writing Grade 3 	
Alternative Assessments	
<ul style="list-style-type: none"> ● Teacher Observation ● Strategy Lesson Notes 	

Standards (NJSLs) Addressed in this Unit

Reading Literature
<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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
Reading Informational Texts
<p>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.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>

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RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- B. Provide reasons that support the opinion.
- C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.

Speaking & Listening

SL.3.1 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.

- 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).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- I. Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
- 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
- 8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.2.5.CAP.9: Justify reasons to have insurance.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.

Interdisciplinary Connections

Social Studies

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Unit 6 Opinion: Persuasive Writing

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Suggested Teaching Points

Unit 6/Bend 1: Exploring Persuasive Writing	
Writers will gain an understanding of how to write persuasively by...	<ul style="list-style-type: none"> • Spending time reading persuasive mentor texts in which the writers try to convince others. • Asking themselves, “What do we notice about this text and how they are convincing others?”
Writers will think about issues that are important to them by...	<ul style="list-style-type: none"> • Observing their world and looking for things they want to change (i.e. home, community, world). <ul style="list-style-type: none"> ○ How can I make my home, community, and world a better place?
Writers will form opinions and organize their thinking about the chosen issues by...	<ul style="list-style-type: none"> • Thinking about the pros and cons of both sides of an issue in order to form a strong opinion. • Verbalizing their opinions by taking a stance i.e.: <ul style="list-style-type: none"> ○ Yes - our town should have a zoo ○ No - our town should not have a zoo • Making a claim about an important issue and forming an opinion statement, including climate change.

Unit 6/Bend 2: Drafting a Persuasive Letter/Essay/Review	
Writers will create an organizational structure for their opinion/claim and reasons by...	<ul style="list-style-type: none"> • Making a plan to organize their work. • Trying out different organizational structures: <ul style="list-style-type: none"> ○ Introduction, Reason 1 - Examples, Reason 2 - Examples - Reason 3 - Examples, Conclusion) • Writing a class essay on a common topic. • Engaging in “essay boot camp” to try out the different ways to organize thoughts. • Using paragraphs to organize their thoughts.
Writers will introduce their topic/opinion by...	<ul style="list-style-type: none"> • Writing to a specific audience (i.e. persuasive letter vs. essay, etc.). • Beginning with the topic and strong lead, background information, and a claim. • Thinking about what will draw the reader in: <ul style="list-style-type: none"> ○ Ask a question ○ Explain why the topic matters ○ Tell a surprising fact ○ Give background information • Trying out different leads that clearly introduce the topic.
Writers will give reasons and examples to support their opinion by...	<ul style="list-style-type: none"> • Convincing others with persuasive techniques. • Persuading by adding examples/evidence to support their reasons: <ul style="list-style-type: none"> ○ i.e. because, since, therefore, for example • Giving multiple reasons and examples/evidence to support their opinion/claim.

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	<ul style="list-style-type: none"> ● Wearing the “special glasses” that persuasive writers wear to craft an argument and see the world differently.
Writers provide a conclusion to reinforce their point of view by...	<ul style="list-style-type: none"> ● Restating their claim or thesis. ● Reflecting upon their topic. ● Writing a call to action.

Unit 6/Bend 3: Revising, Editing, and Publishing Persuasive Writing

Writers will revise their persuasive writing by...	<ul style="list-style-type: none"> ● Using an ARMS (Adding, Removing, Moving, or Substituting) checklist. ● Using the Grade 3 Opinion Writing Checklist (from <i>Writing Pathways</i> in the <i>Units of Study in Opinion, Information and Narrative Writing</i> by Lucy Calkins). ● Adding persuasive transitions: <ul style="list-style-type: none"> ○ First of all ○ Furthermore ○ Most importantly ○ Last but not least ● Checking for persuasive language: <ul style="list-style-type: none"> ○ Must ○ Should ○ Of course ○ Surely ● Rereading with an audience in mind, imagining the questions the audience might ask. ● Rereading introductions and conclusion, ensuring that the writing makes the audience care about the topic. ● Revising with a partner to make sure their writing is effective.
Writers will edit their persuasive writing by...	<ul style="list-style-type: none"> ● Editing their writing by using a CUPS (Capitalization, Usage, Punctuation, Spelling) checklist. ● Sharing their work with a peer.
Writers will publish their persuasive texts by...	<ul style="list-style-type: none"> ● Writing neatly or typing their final copy on the computer. ● Sharing their work with their intended audience. ● Reading their work aloud for celebration. ● Debating the topic with their peers. ● Reflecting on their work and setting goals for their next piece.
Writers will use technology to enhance their artistic work by...	<ul style="list-style-type: none"> ● Identifying a powerful scene they want to bring to life through technology. ● Exploring use of stop motion to animate the scene. ● Identifying how technology can be used as a way to persuade.

Unit 6: Grammar and Mechanics

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Commas in Addresses

Writers will...

- Format commas in address properly:
 - Rule: Use commas between street address, city and state.
 - Use commas between the city and state.
 - Example: *Jo lives at 67 Second Street, Oradell, New Jersey. Jane lives in Oradell, New Jersey.*

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Changing the World: Persuasive Speeches, Petitions, and Editorials*, Grade 3, Unit 3 by Lucy Calkins and Kelley Boland Hohne.
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Don't Let The Pigeon Series* by Mo Willems
 - *I Wanna Iguana* by Karen Kaufman Orloff
 - *I Wanna New Room* by Karen Kaufman Orloff
 - *I Wanna Go Home* by Karen Kaufman Orloff
 - *Letters from a Nut* by Ted L. Nancy
 - *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela
 - Stop Motion app
- [STEAM Integration: Unit 5- Building our Community for Extreme Weather](#)

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.

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- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Modify drawing demands when planning Pigeon books.
- Consider using pre-illustrated books for students to add writing if appropriate.
- Use preferential seating.
- Use flexible grouping.
- Provide word bank of persuasive words.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Model productive and engaging partner talk and allow student to check-in with partner at points in the writing process.
- Allow for extended time.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their essay and self-record to use as a reference in their writing.
- Provide frequent breaks.
- Use sentence starters or frames that are used in persuasive writing.
- Model making a claim and provide visual examples for students to reference and replicate.
- Provide graphic organizer on format and structure of an opinion/persuasive letter or essay.
- Provide direct, explicit instruction on words of persuasion and build an anchor chart.
- Provide checklist for revision and editing with illustrations and examples.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Provide prompting, support and extended think time when generating ideas.
- Use sentence starters or frames that are used in persuasive writing.
- Model making a claim and provide visual examples for students to reference and replicate.
- Provide graphic organizer on format and structure of an opinion/persuasive letter or essay.
- Provide direct, explicit instruction on words of persuasion and build an anchor chart.
- Provide checklist for revision and editing with illustrations and examples.
- Provide reassurance
- Provide time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.

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- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to type instead of writing if needed.
- Allow student to orally construct their essay and self-record to use as a reference in their writing.
- Use sentence starters or frames when possible.
- Model making a claim and provide visual examples.
- Provide graphic organizer on format and structure of an opinion/persuasive letter or essay.
- Provide direct, explicit instruction on words of persuasion to build an anchor chart.
- Provide checklist with illustrations and examples for revising and editing work.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide multiple opportunities for students to turn-and-talk with a partner throughout the writing process.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Set writing goal for assignment and then focus only on that goal.(Ex. Focus on content over grammar then move to next focus.)
- Provide opportunities for student to sketch ideas and plan writing.
- Allow student to orally construct their essay and self-record to use as a reference in their writing.
-
- Use sentence starters or frames when possible.
- Model making a claim and provide visual examples.
- Provide graphic organizer on format and structure of an opinion/persuasive letter or essay.
- Provide checklist for revising and editing with illustrations and examples.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Opinion Writing.
- Use pre-assessment data to drive instruction
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Set rigorous writing goal for assignments.
- Allow student to write and send persuasive essays to school officials, city officials, etc.
- Use ARMS and CUPS ([chart with illustrations](#))
- Curate a list of websites and gather materials/resources for students to use to research topics.
- Research a topic of concern and create a slideshow to present their claim with reasons of support.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Third Grade Writing Curriculum

Unit 7 Narrative: Fairy Tales

Unit Overview

In this unit, teachers will once again work with children to help them become better fiction writers. This unit will push students to use a strong storyteller's voice, write with a story arc, create the world of a story, and bring characters to life. Teachers will emphasize the importance of clear event sequence and language that signals event order. To begin this unit, the teacher will read aloud several fairy tales and have students retell them to one another. We need to remind each writer that he or she has the power to become a fairy tale writer. During the first bend, students will adapt a fairy tale, either *Three Billy Goats Gruff* or *Little Red Riding Hood*. Students will first be involved in a whole class adaptation of a fairy tale and then make adaptations on their own. Students will be immersed in reading, studying, and then annotating their fairy tales. Writers will plan their adaptations, thinking about which parts of the original tale they will adapt. They will learn to make significant changes that alter the course of the tale, and also that one change leads to another change, thereby affecting the course of the story. After making revisions to written fairy tales, students will be ready to write their own original fairy tales.

Enduring Understandings

Writers will:

- Create their own fairy tales by making meaningful adaptations of classics.
- Weave narration into their writing to strengthen it.
- Balance action and dialogue.
- Edit their writing.
- Share and celebrate their writing.

Assessments

Pre-assessment	Post-assessment
<p>Prompt: “I’m really eager to understand what you can do as writers of narratives. You will be writing story that is not true. You may even want to write a fairy tale! You’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to shows off all you know about writing stories. Don’t forget to have a clear beginning, middle, and end.”</p> <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>	<p>Prompt: “I’m really eager to understand what you can do as writers of narratives. You will be writing story that is not true. You may even want to write a fairy tale! You’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to shows off all you know about writing stories. Don’t forget to have a clear beginning, middle, and end.”</p> <p>Score using the OPS Rubric for Narrative Writing Grade 3</p>
Possible Formative Assessments	
<ul style="list-style-type: none">• Conferring Notes	

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- Teacher Observation
- Peer editing
- Notebook Checks
- Listen in on partner conferences for identification of elements of a fairy tale
- Read through celebration compliments for student understanding

Benchmark Assessments

- TCRWP Assessment for Independent Reading Levels
- End of the Year Writing Assessment (Spring)

Summative Assessments

- Pre and Post Unit Writing Assessments
- Published pieces assessed using the [OPS Rubric for Narrative Writing Grade 3](#)

Alternative Assessments

- Teacher Observation
- Strategy Lesson Notes

Standards (NJSLs) Addressed in this Unit

Reading Literature

- 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.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 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.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 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.

Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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C. Use temporal words and phrases to signal event order.

D. Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.10 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.

Speaking & Listening

SL.3.1. 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.

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).

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

D. Explain their own ideas and understanding in light of the discussion.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. 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.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I. Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases for effect.

B. Recognize and observe differences between the conventions of spoken and written standard English

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Computer Science and Design Thinking

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Unit 7 Narrative: Fairy Tales

Suggested Teaching Points

Unit 7/Bend 1: Writing in the Footsteps of the Classics

Writers will create their own fairy tales by adapting classic ones by...

- Studying several versions of classic fairy tales and asking themselves, “Why might the author have made these versions?”
- Reading classic tales such as *Three Billy Goats Gruff* or *Little Red Riding Hood* to immerse themselves in the genre.
- Adapting fairy tales in meaningful ways:
 - Changes that are made are consequential and affect other elements of the story.
- Rehearsing for writing by storytelling or acting out each scene.
- Weaving narration through fairy tales as a way to establish background, tie scenes together, and teach a moral or end of story.
- Drafting a class ending to a fairy tale to better understand the genre.

Unit 7/Bend 2: Adapting Fairy Tales with Independence

Writers will adapt their fairy tales with

- Relying on each other and themselves to independently plan not only their stories but their writing process.

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<p>independence by...</p>	<ul style="list-style-type: none"> ● Making their writing sound like fairy tales by using genre- specific language/sections: <ul style="list-style-type: none"> ○ Set in the past ○ Use some form or variation of "once upon a time..." ○ Fantasy or make-believe elements ○ Enchanted setting: can include forests, castles, water or kingdoms ○ Clearly defined good and evil characters ○ Magical elements ● Making significant revisions as they draft, using other authors' writing as mentor texts. ● Balancing their dialogue by adding accompanying actions. ● Using figurative language to paint a picture in their reader's mind. ● Reading their stories aloud, identifying choppy sentences and smoothing them out by simplifying long winded ones and complicating simplistic ones. ● Changing the character from a girl to a boy or a fancy godmother to a less fancy one. ● Changing the events from something old to something modern. ● Changing motivations from wanting more money and power to wanting to do good in the world.
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Unit 7/Bend 3: Writing Original Fairy Tales

<p>Writers will write their own fairy tales by...</p>	<ul style="list-style-type: none"> ● Writing original tales by using elements of strong narratives: <ul style="list-style-type: none"> ○ specific characters ○ motivations ○ troubles ○ resolutions ● Looking back on their own writing, thinking about which processes and strategies worked for them before, and which did not ● Making their own scenes more meaningful by including not only a character's actions but also objects important to the character. ● Elaborating their draft by revealing how writers balance out telling sentences with showing sentences. ● Rereading their writing to look for parts that need to be edited. ● Forming small storytelling circles, sharing their fairy tales with a younger audience. ● Including technology to enhance their stories to share with a younger audience, i.e. use of Story Jumper to develop characters, props, and scenery digitally and include voice overs. ● Reflecting on how the use of technology can help to reduce the use of paper when experimenting with ideas.
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Unit 7: Grammar and Mechanics

Conjunctions:

Writers will...

- Use coordinating and subordinating conjunctions.
 - A **conjunction** is a word that joins together words, phrases, or parts of sentences. The three most-used conjunctions are **and**, **or**, and **but**.
 - Conjunctions can join words together, like in this sentence:
I'd like five peanut butter and jelly sandwiches, please.
 - Conjunctions can also join phrases together, like in this sentence:
Do want to go down the hill or up the mountain?
 - Conjunctions also join parts of sentences together, as shown here:
I ran, but the ice cream melted before I got home.
 - There are dozens of conjunctions. Here are some that you use every day:
 although If when therefore
 since though where whenever
 because unless however while

Instructional Materials and Learning Activities

Core Instructional Materials:

- *Units of Study in Opinion, Information, and Narrative Writing, Once Upon a Time: Adapting and Writing Fairy Tales*, Grade 3, Unit 4.
- *The No-Nonsense Guide to Teaching Writing: Strategies, Structures, and Solutions* by Judy Davis and Sharon Hill.
- Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.
- Mentor Text:
 - *Cinderella The Oryx Multicultural Folktale Series* collected by Judy Sierra
 - *Three Billy Goats Gruff* by Nick Page
 - *Petite Rouge: A Cajun Red Riding Hood* by Mike Artell
 - *Pretty Salma: A Little Red Riding Hood story from Africa* by Niki Daly
 - *Red Riding Hood* by James Marshall
- *Scholastic Leveled Bookroom 4.0*

Supplemental Materials:

- Digital Resources:
 - Digital TC Reading Assessments
 - Readworks
 - Scholastic
 - Bookflix
 - Epic
 - Zaner-Bloser
 - Newsela
 - Story Jumper

Suggested Modifications and Accommodations

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Refer to student IEP for goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide guided notes as necessary.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their fairy tale and self-record to use as a reference in their writing.
- Edit spelling, grammar and punctuation last.
- Provide frequent breaks.
- Use sentence starters or frames when possible.
- Provide leveled fairy tales when possible.
- Allow students to work in small groups for fairy tale role playing.
- Provide anchor chart with definitions and examples of refrain, narration and figurative Language and refer to it throughout.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Students with 504s

- Extended time
- Prompting
- Reassurance
- Time to formulate ideas
- Visual clues
- Preferential seating
- Repeated directions or step-by-step directions
- Check for understanding
- Ask pointed questions
- Instructional aides in the classroom setting
- Preview content vocabulary
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook carts
- Extensions-guided webquests and graphic organizers

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.

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- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their fairy tale and self-record to use as a reference in their writing.
- Use sentence starters or frames when possible.
- Provide leveled fairy tales when possible.
- Allow students to work in small groups for fairy tale role playing.
- Provide anchor chart with definitions and examples of refrain, narration and figurative Language and refer to it throughout.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Multilingual Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Allow use of bilingual dictionary.
- Allow use of handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
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- Set writing goal for assignment and then focus only on that goal.
- Allow student to orally construct their fairy tale and self-record to use as a reference in their writing.
- Use sentence starters or frames when possible.
- Provide leveled fairy tales when possible.
- Allow students to work in small groups for fairy tale role playing.
- Provide anchor chart with definitions and examples of refrain, narration and figurative Language and refer to it throughout.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Narrative Writing.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use learning progressions, rubrics and checklists that are appropriate to the writer's current level.
- Provide opportunities to lead discussion.
- Set rigorous writing goal for assignment.
- Provide opportunities to use student's notebook as an example.
- Allow student to write different versions of the same fairy tales from different perspectives of different characters.
- Allow students to make a 3D model of the setting of their fairy tale.
- Allow students to use an app such as Puppet Pals, Tell Us about it, Story Book Creator etc. to make an illustrated version or puppet show of their fairy tale.
- Incorporate differentiated writing techniques based on the 3rd Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).

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Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules