

Unit Overview

In this unit, the third graders will come to see that, as writers, they can move others to action and even to a new way of thinking. The students will be asked to live more wide-awake lives, to take in all that is happening around them- injustices, small kindnesses, and so on- and write. As they begin to write, the teaching will concentrate on the writer rather than the writing. Writers will learn to choose meaningful topics, organize what they want to say, consider audience, and proofread their work for readability. All the while they will become increasingly more adept at opinion writing. They will learn to gather and support bold and brave opinions as they write speeches concerning areas of need they see around them and imagine solutions.

Speech writing is followed by writing other types of opinion pieces- petitions, editorials, persuasive letters, and so on. They will even join a "Cause Group" and experience making change that matters. This unit is, in a sense, a "baby essay unit", providing and supporting writers as they develop the skills they will use one day when they write literary and persuasive essays. Students will draft both handwritten pieces as well as pieces using appropriate technology.

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

Overarching Standards Aligning with Grade 3 Unit 3, <i>Changing the World</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.3.1a,b , W.3.5, W.3.10, W.4.1.a,b , W.4.10		SL.3.1	L.3.4, L.3.6
2	W.3.1.a,b , W.4.1.a,b	RFS.3.4	SL.3.1	L.3.1
3	W.3.1.a,b,c,d , W.3.4, W.3.10 , W.4.1.a,b,c,d , W.4.2c, W.4.3d, W.4.4	RI.3.10, RFS.3.4	SL.3.1	L.3.1.g, L.3.2.e,f,g, L.3.3.a, L.3.4, L.3.6
4	W.3.1.a,b , W.3.5, W.3.10, W.4.1.a,b	RFS.3.4	SL.3.1	L.3.3.a
5	W.3.1.a,b,c,d , W.3.5 , W.4.1.a		SL.3.1	L.3.2.e,f,g , L.3.4.d, L.3.6
6	W.3.1.a,b,c,d , W.3.5, W.4.1.a,c,d , W.4.5	RI.3.10, RFS.3.4	SL.3.1	L.3.2.e,f,g, L.3.3a
7	W.3.1.a,b , W.3.7, W.3.8, W.4.1.a,b , W.4.7		SL.3.1, SL.4.2	L.3.1, L.3.6
8	W.3.1.b, W.3.5, W.3.8, W.4.1.a,b		SL.3.1	L.3.1
9	W.3.1.a,b, W.3.4, W.4.1.a, W.4.3.d		SL.3.1	L.3.1.e, L.3.3.a, L.4.3.a
10	W.3.1.a,b , W.3.4, W.3.5 , W.4.1.b		SL.3.1	L.3.3.a
11	W.3.1.a,b,c , W.3.2.c , W.3.3.c , W.3.10, W.4.1.a,b,c , W.4.2.a	RFS.3.4	SL.3.1	L.3.1
12	W.3.5 , W.4.2.d	RFS.3.4	SL.3.1, SL.3.2, SL.3.3	L.3.3.a , L.4.3.a
13	W.3.1.a,b,c,d, W.3.4, W.3.6 , W.4.1.a,b,c,d		SL.3.1, SL.3.4	L.3.1, L.3.2
14	W.3.1.a,b,c,d , W.3.4, W.3.10	RI.3.8, RI.3.10, RFS.3.4	SL.3.1, SL.3.2	L.3.1, L.3.6
15	W.3.1.a,b,c,d, W.3.4, W.3.5, W.3.10		SL.3.1	L.3.1
16	W.3.1.a,b,c,d, W.3.5 , W.4.1.b, W.4.7		SL.3.1	L.3.1.i, L.3.2.c
17	W.3.1.a,d , W.3.5, W.4.1.a,d		SL.3.1	L.3.1
18	W.3.1.a,b,c,d, W.3.5 , W.4.1.a,b,c,d, W.4.4	RI.3.10, RFS.3.4	SL.3.1	L.3.2.e,f,g, L.3.3a
19	W.3.1.a,b,c,d, W.4.1.a,b,c,d		SL.3.1	L.3.1, L.3.2
20	W.3.1.a,b,c,d, W.3.5 , W.3.6, W.3.7 , W.3.8, W.3.10, W.4.1.a,b,c,d, W.4.2.d, W.4.8	RI.3.10, RFS.3.4	SL.3.1	L.3.6
21	W.3.1.a,b,c,d, W.3.5, W.3.6, W.3.7 , W.3.8	RI.3.10, RFS.3.4	SL.3.1	L.3.1
22	W.3.1.a,b,c,d, W.3.5 , W.3.6, W.4.2.a	RFS.3.4	SL.3.1, SL.3.4, SL.4.4	L.3.1, L.3.2
23	W.3.1.a,b,c,d, W.3.6, W.4.1.a,b,c,d		SL.3.4 , SL.4.4	L.3.1, L.3.6

Overarching Standards Aligning with Grade 3 Unit 3, <i>Changing the World</i>		
Session	Writing Standards	Language Standards
1	W.3.1a,b Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
2	W.3.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
3	W.3.1.a,b,c,d Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.4.1.a,b,c,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
4	W.3.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5	W.3.1.a Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.1.a Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	L.3.2.e,f,g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
6	W.3.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1.a,c,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
7	W.3.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
10	W.3.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons.	L.3.3.a Use knowledge of language and its conventions

	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.1.b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	when writing, speaking, reading, or listening.
11	<p>W.3.1.a,b,c Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2.c Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3.c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.1.a,b,c, Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
12	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.2.d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>L.3.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
13	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	
14	<p>W.3.1.a,b,c,d Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	
16	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
17	<p>W.3.1.a,d Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.4.1.a,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
18	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
20	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	
21	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	
22	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> • Writers can become more adept at writing by rereading what they have written before. • Writers can create speeches, petitions, editorials, and persuasive letters as examples of opinion pieces. • Writers can move others to action and new thinking. • Writers have many ways to develop and revise their pieces. • Writers have routines and procedures to follow in a workshop setting. • Writers hold bold and brave opinions and use these to write about ways to make the world better. • Writers need to revise and edit their written pieces for example by checking their spelling. • 	<ul style="list-style-type: none"> • How do writers write with volume, stamina, and speed? • How can writing partners, mentor texts, and writing strategies, help a writer? • How can writers monitor their growth as writers? • How can research extend a writer's knowledge of a topic? 	<ul style="list-style-type: none"> • Choose a topic that is meaningful and write an opinion piece on that topic. • Gather facts and details for their piece and organize them. • Generate ideas, plan, draft, revise, and edit their writing. • Provide their pieces with a sense of closure. • Support their opinion with facts and details rather than just listing reasons. • Work for an extended period of time on one piece, taking it through the writing process. • Write a persuasive speech that supports an opinion.

Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> ● Create and refer to anchor charts from UoS Writing Book 1. ● .Create and refer to anchor charts. ● Study pages from exemplar writer's notebooks. ● Provide and present mentor texts as models. ● Teach children to read like writers using mentor texts ● Provide checklists to assess and develop on-going goals. ● Use booklets, pages, and/or writer's notebooks for daily writing. ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to life. ● Set mini goals to revise and edit as you move through writing pieces. ● Tap, sketch, or jot across the pages as a way of planning stories, books. ● Explore and try a variety of beginnings and endings to your writing piece 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide support as needed during individual teaching sessions. ● provide feedback in small group setting. ● provide personal copies of teaching charts. ● provide modified and/or alternate grade level checklists and rubrics. ● provide modified writing paper. ● provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> ● Suggestions from UoS Writing Book 3. ● <i>The Perfect Pet</i>; Margie Palatini (K) ● <i>Each Kindness</i>; Jacqueline Woodson ● <i>The Great Kapok Tree</i>; Lynne Cherry (R) ● <i>All the Water In the World</i>; George Ella Lyon ● <i>Hey, Little Ant</i>; Phillip Hoose and Hanna Hoose (M) ● <i>Should We Have Pets?</i>; Sylvia Lollis (N) ● <i>How Oliver Olsen Changed the World</i>; Claudia Mills (L) ● <i>Clemente!</i>; Willie Perdomo

<ul style="list-style-type: none">● Write long and strong to build stamina..● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.● Use technology to research information about a specific topic.● Use technology to publish a piece of writing.● Plan to celebrate the conclusion of classroom writing projects		
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Assessments

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

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

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

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

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

Scope and Sequence of Teaching Points

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