



Writing Foundations

Grades 3-5 Writing Units

February 9, 2022

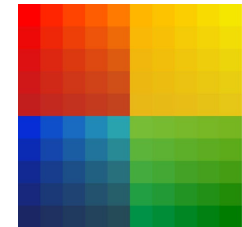
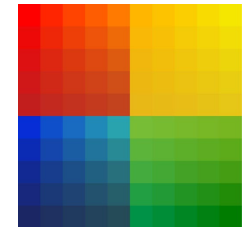
Entry Tasks



1. Rename yourself including:
Grade and First Name
Ex. 3 Anne



2: Add your name to the chat and a word
that describes how you feel about teaching
writing.





Working Agreements

While we are learning together, we agree to:

- Look for learning – new perspectives, interpretations
- Accept discomfort and let others sit with discomfort
- Notice what you hear and feel before you speak
- Be present
- Celebrate brilliance



“It is impossible to get better and look good at the same time.”

Agenda



- Welcome, Introduction & Outcomes
- Writing Foundations Overview
- Unit Framework Components
- Unit Exploration
- On-Demand Units
- Reflection



Learning Outcomes



Participants will –



- Gain an understanding of the gradual release model and best practice writing strategies aligned to Writing Foundations.
- Learn about the Writing Foundations unit frameworks, instructional strategies, and resources

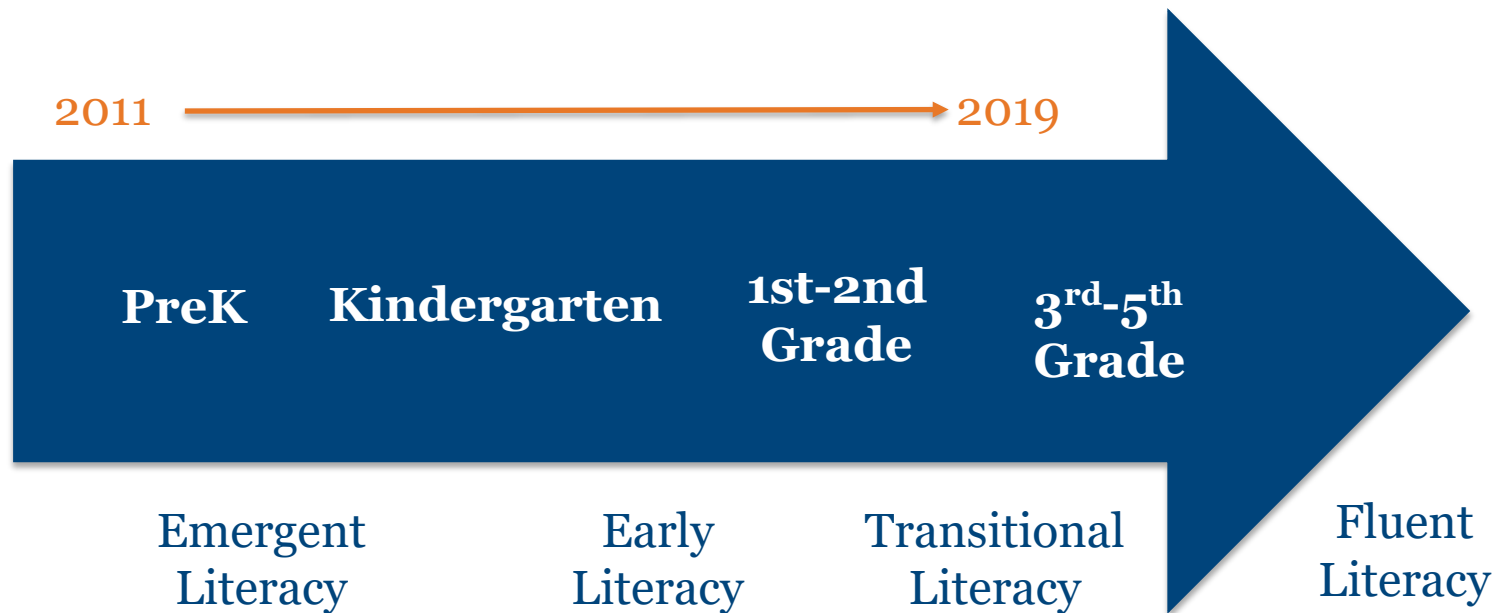
Big Picture



Writing Foundations



P-5 Alignment

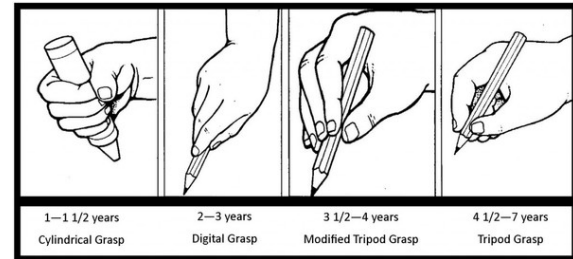


Writing Foundations



Develops the emergent writer

- Oral language
- Fine motor control
- Attention to picture detail



(PreK-K)

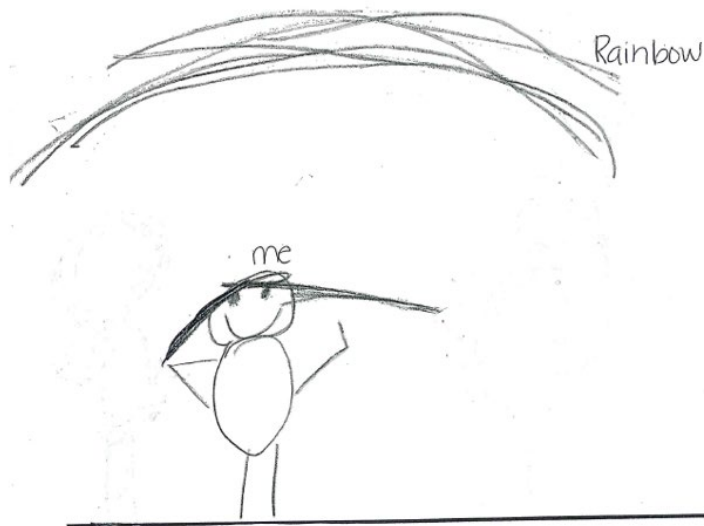


Writing Foundations



Emergent writing

PreK - Narrative - First Quarter



Kindergarten - Narrative - First Quarter



Writing Foundations



Develops the early writer

- Vocabulary
- Descriptive Details
- Varied Sentence Structures
- Text Forms and Features
 - Narrative
 - Opinion
 - Informational

(G1-G2)



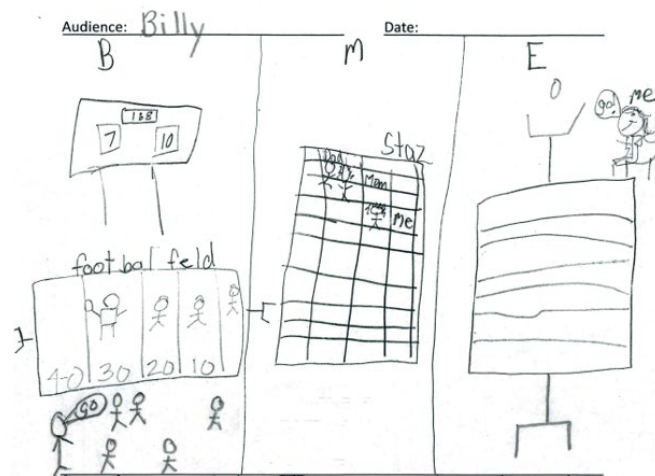
Writing Foundations



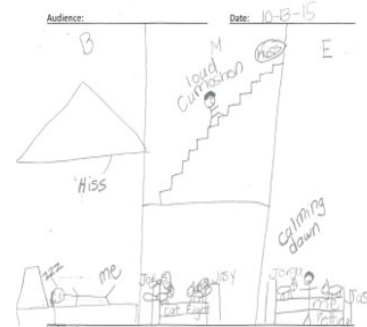
Early writing

Second Grade - First Quarter Narrative Writing

First Grade - Narrative - First Quarter



Last night I went to the
for blo game and it was
a clas game. Billy catch
the bol. He ran to mark
a tuchdan!



It was so early in the
morning when I was
startled awake by a
hissing sound. I jumped
out of bed and ran

up stores to see what
the curnoshon was. I
saw a "catasrophe!"
My cats Jasy and Jorga
were fighting on the
guest bed. I tride to
settle them down by
petting them. When I
did they started to prr^{and}
"Wow! No scratches!"^{and}
^{down}

I said, I was so releted
that they didn't hurt
each other.

Writing Foundations



Develops the transitional and fluent writer

- Structure and organization
- Strategy development
- Elaboration techniques
- Integration of sources
- Reading/writing connections



Writing Foundations



Includes direct writing instruction **to** whole groups – *modeled writing*

Working **with** small groups of students in targeted writing instruction

By children writing through their own initiative or independently

Gradual Release of Responsibility



Demonstration

Shared Practice

Guided Practice

Independent Practice

Dependence

Independence

Teacher Models

- Explains
- Demonstrates
- Thinks Aloud

Teacher explicitly teaches and the students practice together

Students practice the strategy with support

Students apply practice on their own or with a partner and receive feedback

Students transfer learning to new situations



Writing Foundations



Text Forms and Features

Text type	Narrative	Informative	Opinion
Structure	B/M/E	I/B/C	I/B/C
Features	Character Setting Event Dialogue Emotion	Topic Information Facts Details Explanations	Topic Opinion Reasons

Writing Foundations





G3-5 Unit Frameworks

What it is...	What it is not....
A draft framework for teaching a particular text type	A scripted curriculum
Strategies, mini lessons and resources	Rigid
A suggested pacing	Perfect
Aligned to sources	
Connected to Reach for Reading, CIA, or other content areas	

G3-5 Unit Frameworks



Planning with content integration

- Focus on ELA big picture and unit themes
- Utilize unit resources when applicable
- Embeds vocabulary and word study components



Unit Pacing

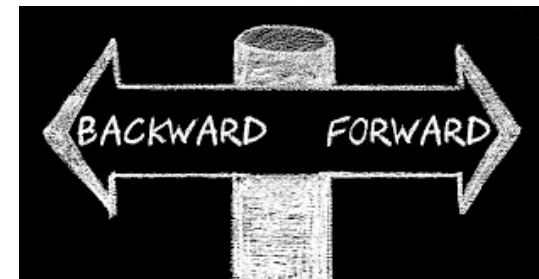


	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	On-Demand Unit	CBA
Grade 3	Reach Unit 1 Personal Narrative 4-5 Weeks	Reach Unit 2-3 Informational 5-6 Weeks	Reach Unit 4 Opinion 4-5 Weeks	Reach Unit 5 Narrative 4-5 Weeks	Reach Unit 6 Opinion 4-5 Weeks	Reach Unit 7 Informational 4-5 Weeks	All Text Types 4-5 Weeks	
Grade 4	Reach Unit 1 Narrative 4-6 Weeks	Reach Unit 2 Opinion 4-5 Weeks	Reach Unit 3 Informational 5-6 Weeks	Reach Unit 5 Narrative 4-5 Weeks	Reach Unit 6-7 Information/ Biography 3-4 Weeks	Opinion/ Literary Response 3-4 Weeks	All Text Types 4-5 Weeks	
Grade 5	Reach Unit 1 Narrative 4-5 Weeks	Reach Unit 2 Information 5-6 Weeks	C.I.A – <i>City of Ember</i> Opinion 3-4 Weeks	Reach Unit 3 Information 5-6 Weeks	Reach Unit 4 Opinion 4-5 Weeks		All Text Types 4-5 Weeks	Reach Unit 7 Opinion

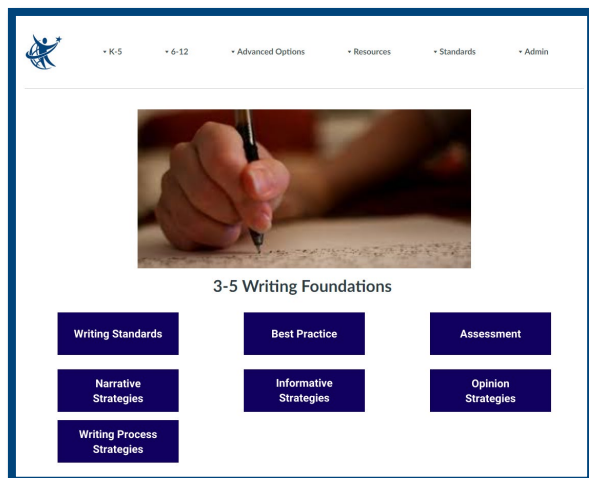
Planning Design



- 4-6 week Unit Plans
- Week 1 – Immersion
- Week 2 – Research
- Week 3 – Planning
- Week 4-6 – Drafting, Revising & Editing



Strategy Documents



Writing Strategy

Revision

Purpose

Revising is an on-going part of the writing process used to strengthen the overall clarity, structure and cohesion of a piece. Revising can include adding on, taking away, making changes and/or substitutions. Organization, sentence structure and word choice should all be considered when revising. Rereading and revising should take place every few sentences or at the end of a paragraph or section to help the writer monitor and adjust.

Description

There should be a clear focus and structure for each revision session. Revision can be an independent or collaborative process. Use an anchor chart to introduce the Revision strategies. These should be revisited often to support students with enhancing their writing.

Possible Techniques

ARMS - An acronym for the different actions a writer might make when revising a piece.

- **Add** - Add sentences, phrases, words, details, descriptive language
- **Remove** - Remove unneeded words, phrases or sentences
- **Move** - Move or change a sentence, phrase or word within the piece
- **Substitute** - Substitute words or sentences with strong vocabulary or varied structure

Four R's - This strategy is used with partners to focus on the overall organization of a piece.

- Partner 1 **Reads** while Partner 2 listens.
- Partner 2 then **Retells** what they heard, being sure to include details. Partner 1 listens.
- Partner 1 then **Reflects** and on the retelling. Does the writing match the retell?
- Partner 1 **Revises** based on the retelling and Partner 2 feedback.

PQP - This strategy is used with partners to focus on specific details of piece and to provide positive feedback.

- **Praise** - What stands out in the piece? What is clear or working well?
- **Question** - What questions do you have? What is unclear?
- **Polish** - What tips or suggestions do you have to help the piece be more "polished" or finished?

Read, Think, Add - This strategy is like the Four R's, but used for self-reflection. It can also be a helpful for introducing the components of the ARMS strategy or as a technique for elaboration.

The writer:

1. Read one event.
2. Think - What else happened?
3. Add extra details.

Read, Think, Change/Read, Think, Remove - These strategies can also be used to introduce the components of the ARMS strategy.

*Adapted - The Writing Strategies Book by Jennifer Serravallo and
The Common Core Writing Book by Gretchen Owocki*

Strategy Documents



Narrative Strategies

1. Beginning a Narrative
2. Elaboration
3. Dialogue
4. Ending a Narrative

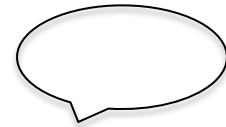
What do
you notice?



What do you
wonder?



Share your
thinking



Writing Strategy

Establish the Situation/Bold Beginnings

Purpose
The beginning of a narrative should capture the readers' attention while establishing the characters and setting. Students can identify and describe the situation using a variety of techniques. The term "hook" is often used to describe these techniques as the writer tries to "hook" or engage the reader within the first few sentences of the piece.

Description
Teachers begin an anchor chart for "Establishing the Situation" or "Bold Beginnings" and introduce one or two strategies at a time including an image, description and an example. Writers have opportunities throughout the writing process to practice the techniques that will best "set the scene" for their piece. Teachers and students will add to the chart as new strategies are introduced or as they recognize techniques through shared reading experiences and/or mentor text examples.

Possible Techniques
Direct statement – Begin with a sentence that directly states the event. (*On our walk we came across a lost dog.*)
Dialogue – Use dialogue to begin learning about how a character is feeling or what they may be experiencing through speech. (*"Have you ever seen that dog before?" asked Dave.*)
Ask a Question – Start the reader thinking or wondering about the story. (*What would you do if you found a lost dog?*)
Connect to the reader – Connect the reader and writer through a common experience. (*If you have a pet, you may know what it feels like to have them go missing.*)
Character description – Vivid and descriptive details help the reader learn quickly about a character. (*The lady seemed frail and frazzled as she tried protecting her dog from being followed.*)
Series of words – This literary technique engages the reader with a change of pace from a predictable sentence structure. (*Dog. Loose. No leash. Now we have a problem!*)
Observation from the senses – Sensory details help create visual images for the reader. (*Soft but slobbering the dog slowly approached.*)
Onomatopoeia/Sound – Sounds can add sensory detail and engage the reader in an action or an event. (*Honk! The horn stopped us dead in our tracks.*)

Other Strategies

- Humor
- Something unusual
- Exclamation

Adapted – The Writing Strategies Book by Jennifer Serravallo and
The Common Core Writing Book by Gretchen Gwocki




Anchor Charts



Anchor Charts build a culture of literacy in the classroom by making thinking visible.

Keep in mind:

- **Create** and record content, strategies, processes or procedures **during** learning
- **Post** anchor charts to keep relevant and current learning accessible to students
- **Reference** as a reminder of prior learning
- **Add on** to build **connections** to new learning
- Use as **tools** to answer questions, expand ideas or contribute to discussion

Bold Beginnings		
Strategy	Description	Example
Dialogue 	Use dialogue to begin learning about how a character is feeling or what they may be experiencing.	<i>"Have you ever seen that dog before?" asked Dave.</i>
Onomatopoeia or Sound 	Sounds can add sensory detail and engage the reader in an action or an event.	<i>Honk! The horn stopped us dead in our tracks.</i>
Ask a Question 	Start the reader thinking or wondering about the story.	<i>What would you do if you found a lost dog?</i>

Instructional strategy: modeling



Guiding students with structure -

- Clearly describing features of the strategy or steps in performing a skill
- Breaking the skill in to learnable parts
- Describing/modeling using a variety of techniques
- Engaging students in learning through showing enthusiasm, steady pace, asking good questions and checking for student understanding

Instructional strategy: modeling



How do students know what is expected of them?

- Through explicit teacher modeling, the students are provided with a clear example of a skill or strategy
- For modeling to be successful, teachers need to **plan** the modeling experience carefully

Teacher Model



Narrative Plan		
Name _____		
Audience: 3rd Grade Class	Purpose: to tell a story	Topic: Helping Others/ Lost Dog
Beginning	Middle	End
Characters: Me, Dave, Lady & Hank	Sequence of Events	Sequence of Events
Setting: Neighborhood	Problem	Solution /Closure
Sequence of Events		
Set the scene		
<ul style="list-style-type: none">• Out for a walk—running late• Notice lady with 2 dogs—one on a leash, one following close• Lady looks panicked	<ul style="list-style-type: none">• Realize dog is lost• Decide we will help• Make a leash• Use phone to take picture and post “found” ad	<ul style="list-style-type: none">• Get a reply• Unite Hank with his owner• Felt like we made a difference

- Organization
- Notetaking

- Drafting
- Strategy Development
- Revising & Editing

G3 Writing Foundations Unit 1 Narrative

Teacher Model

“We’d better hurry up!” I urged Dave. Our walk was taking longer than expected and we had work to do at home. We picked up the pace and were finally on the home stretch when we noticed a **problem** (odd scene). Walking across the street was a lady with her dog on a leash and following closely on her heels, a huge German Shephard. As we made eye contact, we could see the panic on her face.

She called out, “Do you know this dog? He’s been following me for 5 blocks!”

We had never seen the dog before but realized the lady **needed** our help. Crossing the street, we approached the dog with caution. Dave used his belt as a makeshift leash, and we wrangled the Shephard. The relief was instant for the lady and she thanked us for our **kindness** as she continued her walk.

“What are we going to do?” we wondered aloud. The dog had no tags but plenty of energy. Luckily, he seemed content to walk with us. Using his phone Dave quickly snapped a picture of the dog and posted a “Found” ad to our **neighborhood** app.

Within minutes we had a reply! Evidently “Hank” had jumped his fence and had been on the run for a few hours. His owners were ecstatic to have him returned safely. It warmed our hearts to know we had made a **difference** by helping reunite Hank and his family.

Unit Format



G3 Writing Foundations Unit 1 Narrative

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Learning Targets	<ul style="list-style-type: none"> I can identify narrative elements in a story. I can use a graphic organizer to understand plot structure. I can identify temporal words and phases that are used to show the passage of time in a narrative. I understand how dialogue is used as a narrative strategy. I can identify narrative topics. Reflection Strategies				
Week 1: Immersion/ Prewriting Establish Routines for Writers' Workshop and Material Management Note: <i>The teacher model connects to the theme of Unit 1 (Helping Others). Teachers may choose to have students connect the narrative to the unit or allow students choice based on the ideas they generate during Prewriting.</i>	Introduce Narrative Text Form and Features Shared Reading or Mentor Text <ul style="list-style-type: none"> <i>Those Shoes</i> by Maribeth Boelts (T10-25) <i>Poppy</i> (Avi -CIA) <i>Shoes from Grandpa</i> (Mem Fox) Brainstorm various elements of a Narrative Anchor Chart – Text Form Process Grid Include: <ul style="list-style-type: none"> Purpose Structure Elements Supporting Vocabulary 	Narrative Elements – Structure and Transitions Introduce and discuss plot structure using <i>Those Shoes</i> by Maribeth Boelts Discuss the Temporal Words and Phrases that are used in the narrative to show the passage of time. Have students work with a partner to complete a Story Map for <i>Those Shoes</i> . Story Map – <i>Those Shoes</i> (PM1.6) See RFR Week 1 DWS (T1p) – Introduce Plot Sequence (eVisual)	Narrative Elements – Dialogue Revisit and read a section of <i>Those Shoes</i> by Maribeth Boelts. Provide a 2 nd read with all dialogue removed from the section. Ask students what they notice and discuss how dialogue is a strategy used in narrative writing to show what a character is saying, thinking, or feeling. Create What is Dialogue? anchor chart with the class. Strategy: Dialogue (What is Dialogue?) Anchor Chart: What is Dialogue?	Generate Ideas for Narrative Topics Introduce the Writing Process with <i>Prewriting</i> —begin anchor chart. Explain to students that they will be writing a personal narrative over the next few weeks. Use the Heart Map strategy to help students begin brainstorming narrative topics. Strategy: Mapping the Heart (Include people, places & things) Anchor Charts: Heart Map Or Happy to Help (PM1.1)	Generate Ideas for Narrative Topics Use the Moments with Strong Feelings strategy to brainstorm additional narrative topics connected to emotions. Strategy: Moments with Strong Feelings Anchor Chart: Moments with Strong Feelings

Unit Exploration



[Check out our online-learning support resources!](#)

Course Summary

[Year at a Glance](#)

[Instructional Snapshot](#)

[ELA Common Core State Standards](#)

Course Description

Third grade students will build their reading, writing, speaking and listening, and language skills and knowledge, as defined by the State Standards, using the district aligned curriculum *Reach for Reading*. There are eight, four-week thematic units, that are built around science or social studies topics. To help students make thoughtful connections between texts, themselves, and the world, they explore the thematic "Big Question" through collaborative discussion, writing and performance tasks. Students develop proficiency in citing text evidence and producing analytic writing. Writing includes routines to develop fluency, model the process, collaborate and scaffold, and write independently. Students learn to construct responses to text and integrate sources into multiple modes of writing including narrative, opinion and informative writing projects. Students develop language and vocabulary skills as they participate in explicit instruction and consistent routines. Differentiated small group instruction, using authentic text, meets the needs of all students. Whole group, small group, and independent practice ensure that students meet the demands of the Common Core. Explicit cursive handwriting and keyboarding instruction provides another strong communication foundation.



Course Map

[Standards-Proficiency Scales](#)

[Reach CIA: Poppy](#)

What characteristics make a hero?

[Reach Unit 1: Happy to Help](#)

How do people help each other?

[Reach Unit 2: Nature's Balance](#)

What happens when nature loses its balance?

[Reach Unit 3: Life in the Soil](#)

What is so amazing about plants?

[Reach Unit 4: Let's Work Together](#)

What's the best way to get things done?

[Reach Unit 5: Mysteries of Matter](#)

What causes matter to change?

[Reach Unit 6: From Past to Present](#)

How can we preserve our traditions?

[Reach Unit 7: Blast! Splash! Crash!](#)

What forces can change the earth?

[Reach Unit 8: Getting There](#)

What tools can we use to achieve our goals?

[Writing Units](#)

[Assessments](#)

Third Grade Writing Units

[Back to 3rd Grade Portal](#)



K-5

6-12

Advanced Options

Resources

Standards

Adults

Grade 3 Writing Foundations Units

Resources

3-5

Writing Foundations

P-2

Writing Foundations

Unit	Goal	Time frame
Unit 1 - Narrative ↑ (Connects to Reach Unit 1)	The goal of this unit is for students to write a well-elaborated story based on a student's experience. Students will become characters in age-appropriate narrative stories to learn about narrative text structure and features. Additionally, students create sketches of great writing to create their personal narrative plans. Write this unit in that to use specific genre (personal narrative), it introduces students and structures that will be utilized for students throughout all first three units of the year. There are many benefits to having a year of writing with personal narrative - it is an accessible genre for students as they can write about their own experiences through their diverse lives and the story personal narrative leads back to consistently building and getting to know one another in the context of literacy.	4 - 5 Weeks
Unit 2 - Informational ↓ (Connects to Reach Units 2 & 3)	The goal of this unit is for students to write an informational piece about something an endangered habitat which connects to Reach Unit 2 (Nature's Balance) and Reach Unit 3 (Life in the Soil). Students will research and write about problems and solutions connected to the conservation of Rain Forests. Choosing the topic and identifying the research questions helps to narrow the focus for the third grade writers. It also allows the teacher to select the source material that students will be using to build background knowledge and gather facts and details. As students become familiar with the informational text type, basic structures, selecting reliable sources, and the research focus can be supported to improve the student choice.	5 - 6 Weeks
Unit 3 - Opinion ↑ (Connects to Reach Unit 4)	The goal of this unit is for students to write an opinion piece about a character that stands out to them as being special. Students will analyze character traits (RE.3.3) from past shared reading texts in Reach Unit 1-4 to focus their opinions and use the sources to provide evidence to support their opinions. Teachers may choose to select alternative texts (Read Aloud Belongings, Global Reading Books, etc.) that have been shared with students prior to teaching this writing unit. Sources and secondary from Reach Unit 5 (Working Together) that support opinion writing will be incorporated throughout the unit.	4 - 5 Weeks
Unit 4 - Narrative ↓ (Connects to Reach Unit 5)	The goal of this unit is for students to write a well-elaborated narrative (fictional or realistic). Students will write narrative text structure and elements explored during the Unit 3 personal narrative to support the transition to developing an longer experience or event. Pull writer performance tasks for the RE.3.3 require students to read source material and then write narrative pieces that are "thoroughly connected" to their first sources. Source material should contribute to or enhance the unit story. To support students with this narrative task, the narrative piece will use source material connected to Reach Unit 3 (Belongings of Matter). Students will make connections to elements of information that can then be transformed to narrative elements using the writer's imagination and creativity.	4 - 5 Weeks
Unit 5 - Opinion ↓ (Connects to Reach Unit 6)	The goal of this unit is for students to reflect on the different styles of presenting evidence they have studied in Reach Unit 4 ("How to Present") and write an opinion piece about a tradition that interests or is important to them. Students will extend opinion text structure and elements explored during the Unit 3 opinion. Source material from Reach Unit 4 will be used to help students learn how to use evidence, generate evidence through finding, using, and analyzing. Students will then use an opinion about a tradition that is local, interesting to them, and use the source material to support their opinion for the opinion piece. Students will also be encouraged to use an additional source of choice to support their opinion. Students may draw on information from experiences, print or digital sources for their research (W.3.8). Note: This unit should be taught around the end of Reach Unit 4. At other locations, they can read, learn, and collect information using a "unitbook book" about the different styles of presenting evidence. This Unit Book Process-Goal modeling strategies and resources.	4 - 5 Weeks
Unit 6 - Informational ↓ (Connects to Reach Unit 7)	The goal of this unit is for students to write the structure and features of informational text and write an informational piece about the process of science. The unit is connected to Reach Unit 7 (Blast! Splash! Crash!) and the Unit 6 writing prompt. Students will build background knowledge throughout the unit about volcanoes, sea turtles, dinosaurs, and space before writing a choice for their topic. Students will use source material from Reach Unit 7 (Blast! Splash! Crash!) and Global Reading Belongings, as well as reading and researching additional source information connected to the individual or small group topic. The researching task and research questions will be included to guide students' thinking and organization of the piece. Student choice will be incorporated when narrowing the focus of the researching topic. Once the writing unit is completed around the end of Reach Unit 7, it will be beneficial to use secondary and tertiary writing strategies throughout the unit to support students with their writing pieces.	4 - 5 Weeks
3rd Grade On Demand Unit ↓	As this point in the year, students have been introduced to the three text types in writing: narrative, informational, and opinion. They have learned the writing process and have had the opportunity to take a writing piece to each genre through the writing process. Although students have had this instruction, responding to an on-demand prompt is a readily different skill. For this unit, students will have time to reflect on their text sources and to use those notes to respond to all three text types in an on-demand situation. Students will also be given specific attention from a prompt to meet the expectation of writing through the writing process to a choice from focus.	4 - 5 Weeks

Resource Exploration



Third Grade Writing Units

[Back to 3rd Grade Portal](#)

[K-5](#) [6-12](#) [Advanced Options](#) [Resources](#) [Standards](#) [Admin](#)

Grade 3 Writing Foundations Units

Resources

3-5 Writing Foundations **P-2 Writing Foundations**

Unit	Goal	Time frame
Unit 1 - Narrative ↓ (Connects to Reach Unit 1)	The goal of this unit is for students to write a well-elaborated story based on a student's experience. Students will become themselves in appropriate narratives to have their own voice heard. Additionally, students will develop a goal setting to create their personal narrative plans. Students will be able to use specific genre (personal narrative), (informational) and structures that will be utilized for students throughout all first three units of the year. There are many benefits to having a year of writing with personal narrative - it is an accessible genre for students as they can write about their own experiences through their own lives and their own personal connections. It will be a community building and getting to know one another in the context of the year.	4 - 5 Weeks
Unit 2 - Informational ↓ (Connects to Reach Units 2 & 3)	The goal of this unit is for students to write an informational piece about an endangered habitat which connects to Reach Unit 2. Students will use the Reach Unit 2.3 to the full. Students will research and write about animals and habitats connected to the conservation of Rain Forests. Creating the map and identifying the research questions before the first grade students. It also allows the teacher to select the source material that students will be using to build background knowledge and collect facts and details. As students become familiar with the informational text type, their confidence, writing ability, and the research focus will be increased to encourage student choice.	5 - 6 Weeks
Unit 3 - Opinion ↓ (Connects to Reach Unit 4)	The goal of this unit is for students to write an opinion piece about a character that students see in their living space. Students will create a character study (M.3.2) from past shared reading units in Reach Unit 2. The character study and use the sources to provide evidence to support their opinion. Teachers may choose to select alternative texts (Reach Unit 2.3, Student Reading Book, etc.) that have been shared with students prior to teaching the writing unit. Sources and materials from Reach Unit 4 (Working Together) that support opinion writing will be incorporated throughout the unit.	4 - 5 Weeks
Unit 4 - Internal Narrative ↓ (Connects to Reach Unit 5)	The goal of this unit is for students to write a well-elaborated narrative (fictional or realistic). Students will write narrative text structure and elements applied during the Unit 1 personal narrative to support the transition to developing an integrated experience in writing. Pull notes and lessons from the Unit 1 narrative study to read source material and share with students prior to the "writing connected" to the first source. Source material should contribute to the writing of the narrative. To support students with this narrative task, the teacher should use source material connected to Reach Unit 3 (History of Makers). Students will make connections to elements of information that can then be transformed to narrative elements using the writer's imagination and creativity.	4 - 5 Weeks
Unit 5 - Opinion ↓ (Connects to Reach Unit 6)	The goal of this unit is for students to reflect on the different types of persuasive writing they have studied in Reach Unit 4 (Persuasive) and use the sources to write an opinion piece about a tradition that interests them. Students will create a list of traditions and elements applied during the Unit 5 opinion. Source material from Reach Unit 4 will be used to help students write their own opinion piece. Students will use the Unit 5 opinion. Source material from Reach Unit 4 will be used to help students write their own opinion piece. Students will use the Unit 5 opinion. Source material from Reach Unit 4 will be used to help students write their own opinion piece. Note - This unit should be taught around the end of Reach Unit 4 to allow students time to read, write, and collect information using a "writing task" about the different types of persuasive writing. Note - This unit for Persuasive writing strategies and resources.	4 - 5 Weeks
Unit 6 - Informational ↓ (Connects to Reach Unit 7)	The goal of this unit is for students to write the structure and features of informational text and write an informational piece about the power of nature. The unit is connected to Reach Unit 7 (Read Carefully) and the Unit 7 writing project. Students will build background knowledge throughout the unit about volcanoes, earthquakes, tsunamis, and storms before writing a choice for their text. Students will use source material from Reach Unit 7 (Read Carefully) and the Unit 7 writing project. Students will build background knowledge throughout the unit about volcanoes, earthquakes, tsunamis, and storms before writing a choice for their text. Students will use source material from Reach Unit 7 (Read Carefully) and the Unit 7 writing project. Students will build background knowledge throughout the unit about volcanoes, earthquakes, tsunamis, and storms before writing a choice for their text.	4 - 5 Weeks
3rd Grade On Demand Unit ↓	At this point in the year, students have been introduced to the three text types in writing: narrative, informational, and opinion. They have learned the writing process and have had the opportunity to take a writing piece in each genre through the writing process. Although students have had this introduction, responding to an on-demand prompt is an entirely different skill. For this unit, students will have time to take notes on how their sources and to use those notes to respond to all three text types in an on-demand situation. Students will need to follow specific directions from a prompt to meet the expectations of writing through the writing process in a shorter time frame.	4 - 5 Weeks



3-5 Writing Foundations

Writing Standards

Best Practice

Assessment

Narrative Strategies

Informative Strategies

Opinion Strategies

Writing Process Strategies

On-Demand Units



Draft 8.01.17

Third Grade

Writing Units

On-Demand Writing In the Three Domains (SBA Style Mini-Unit)

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[3rd Grade On
Demand Unit](#) ↓

At this point in the year, students have been introduced to the three text types in writing: narrative, informational, and opinion. They have learned the writing process and have had the opportunity to take a written piece in each genre through the writing process. Although students have had this instruction, responding to an on-demand prompt is an entirely different skill. For this unit, students will learn how to take notes on two text sources and to use those notes to respond to all three text types in an on-demand situation. Students will need to follow specific directions from a prompt to meet the expectations of working through the writing process in a shorter time frame.

4 - 5 Weeks

Reflection



Quick Write



*What excites you most about the
Writing Units?*



Thank you



*Thank
You*