## Unit: Building A Writing Community

**Unit Length:** 3 weeks

### Enduring Understanding(s):
- Writers develop habits and follow routines that enable them to build stamina and independence.
- Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them.
- Authors are always collecting ideas for writing.
- Writers observe the world and collect ideas for writing in their daily lives.

### Essential Question(s):

### Common Core Standards

**Text Type and Purposes**

3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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 on page 14.)

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.

**Range of Writing**

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.

### Common Core en español

**Estándares de escritura y redacción**

**Tipos de texto y sus propósitos**

3. Escriben narraciones para desarrollar experiencias o acontecimientos reales o imaginarios, utilizando técnica eficaz, detalles descriptivos y secuencias claras del evento.

5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, incluyendo el tercer grado, en las páginas 13-15.)

6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.

**Rango de escritura y redacción**

10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia.

### Assessment

**Summative:**
- Writing inventory
- Collect baseline writing sample

Students create a self-portrait of themselves as writers and set writing goals for the year.

**Other Formative Assessments:**
- Anecdotal conferring notes of student’s writing progress.
- Quick writes/ authentic student work

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Revised June 2013
Learning Plan

**Mentor Texts for Building a Writing Community 3-6** The mentor text list below is not exhaustive; it’s intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

### English
- *The Best Story* by Eileen Spinelli
- *The Boy Who Loved Words* by Roni Schotter
- *Fireflies* by Julie Brinkloe
- *Owl Moon* by Jane Yolen
- *What Authors Do* by Eileen Chrislelow
- *The Memory String* by Eve Bunting
- *Roller Coaster* by Marla Frazee
- *When I was Little* by Jamie Lee Curtis
- *The Dot* by Peter H. Reynolds
- *Ish* by Peter H. Reynolds
- *Nothing Ever Happens on 90th Street* by Roni Schott
- *Amelia’s Notebook* by Maria Moss
- *All the Places to Love* by Patricia MacLachlan
- *What you Know First* by Patricia MacLachlan
- *Chicken Sunday* by Patricia Polacco
- *The Name Jar* by Yangsook Choi
- *One Green Apple* by Eve Bunting
- *Snapshots from the Wedding* by Gary Soto
- *A Chair for my Mother* by Vera Williams

### Español
- *En Mi Familia* by Carmen Lopez Garza
- *Me llamo Yoon* by Helen Recorvits
- *La Isla* by Arthur Dorros
- *Somos Primos* by Diane Gonzales Betrand
- *EL Chocolate de Abuelita* by Mara Price
- *Mi propio cuartito* by Amada Irma Perez
- *Que Monton de Tamales* by Gary Soto
- *Cuadros de familia* by Carmen Lomas Garza
- *Mi diario de aqui hasta alla* by Amada Irma Perez

### Culturally Relevant Texts
- *Baseball in April and Other Stories* by Gary Soto
- *The Leaving Morning* by Angela Johnson
- *When I am Old with You* by Angela Johnson
- *My Name is Maria Isabel* by Alma Flor Ada
- *The Day of Ahmed’s Secret* by Florence Parry Heide
- *The Other Side* by Jacqueline Woodson
- *Smoky Night* by Eve Bunting
- *Goggles* by Ezra Jack Keats
Common Core Unit Map

Grade Level: 3  
Trimester 1  
Subject: Writing

Resources

**Professional Resources:**
- Lessons for the Writer’s Notebook by Fletcher and Portalupi
- Lessons That Change Writers by Nancie Atwell
- Nonfiction Craft Lessons by Fletcher and Portalupi
- Teaching the Qualities of Writing by Fletcher and Portalupi
- Making Revision Matter by Janet Angelillo
- Revising after the End by Barry Lane
- Writer’s Notebook Aimee Buckner
- A Writer’s Notebook: Unlocking the Writer Within You by Ralph Fletcher
- Breathing In, Breathing Out: Keeping a Writer’s Notebook by Ralph Fletcher
- Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
- Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
- Mentor Texts: Teaching Writing Through Children’s Literature, K-6 by Lynne R. Dorfman and Rose Cappelli
- Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

**Lesson Planning Resources available online:**

- Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)

- Hall County Schools Launching Writer’s Workshop Units of Study

- Portland Public Schools/K-5 Writing Units of Study
  [http://www.pps.k12.or.us/departments/curriculum/2022.htm](http://www.pps.k12.or.us/departments/curriculum/2022.htm)

- Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
  [http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html](http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html)

- Michigan’s Mission Impossible K-3 Lesson Resources
  [http://www.missionliteracy.com/page79/page80/page82/page82.html](http://www.missionliteracy.com/page79/page80/page82/page82.html)

- Stanislaus County Office of Education – Opinion Units for K-12 from MAISA - Michigan Association of Intermediate Schools
  [http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm](http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm)

- Knox Education K-6 Lesson Resources for all three genres
<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Common Core en español</th>
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<tbody>
<tr>
<td><strong>Reading Standards</strong></td>
<td><strong>Estándares de lectura</strong></td>
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<tr>
<td>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>3. Describen a los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos.</td>
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<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Audición y expresión oral</strong></td>
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<tr>
<td>1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.</td>
<td>1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para kindergarten. a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.</td>
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<tr>
<td><strong>Language Standards</strong></td>
<td><strong>Estándares de lenguaje</strong></td>
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<tr>
<td>1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking. d. Form and use regular and irregular plural nouns. k. Produce simple, compound, and complex sentences.</td>
<td>1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar. d. Forman y usan sustantivos plurales regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes). k. Forman oraciones simples, compuestas y complejas.</td>
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## Part 1: Interacting in Meaningful Ways

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<tr>
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<tr>
<td><strong>A. Collaborative</strong></td>
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<tr>
<td><strong>2. Interacting via written English</strong> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td><strong>2. Interacting via written English</strong> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td><strong>2. Interacting via written English</strong> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
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<th><strong>B. Interpretive</strong></th>
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<td><strong>5. Listening actively</strong> Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</td>
<td><strong>5. Listening actively</strong> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</td>
<td><strong>5. Listening actively</strong> Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</td>
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<td><strong>10. Writing</strong> a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.</td>
<td><strong>10. Writing</strong> a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</td>
<td><strong>10. Writing</strong> a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</td>
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## Part 2: Learning About How English Works

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<td><strong>2. Understanding Cohesion</strong> a) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts.</td>
<td><strong>2. Understanding Cohesion</strong> a) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion.</td>
<td><strong>2. Understanding Cohesion</strong> a) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, after all, first/next/last) to comprehending texts and writing cohesive texts.</td>
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<td><strong>3. Using verbs and verb phrases</strong> Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</td>
<td><strong>3. Using verbs and verb phrases</strong> Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</td>
<td><strong>3. Using verbs and verb phrases</strong> Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</td>
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<td><strong>6. Connecting ideas</strong> Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).</td>
<td><strong>6. Connecting ideas</strong> Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.).</td>
<td><strong>6. Connecting ideas</strong> Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn’t feeling well.), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.).</td>
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