Daily Writing / ELA Block - Grade 3	60 Minute Uninterrupted Instructional Block	
Foci: **Writing, Speaking, Listening, and Using Language** **Common Core Standards for English Language Arts** The standards listed here focus on what is essential but do not describe all that can or should be taught.	**Assessment Evidence**	**Aligned Resources**

<u>**Writing Standards**</u> By the end of grade 3 students will: **Text Types and Purposes** 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 concluding statement or section. 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 illustrations when useful to aiding 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 concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. **Production and Distribution of Writing** 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.) 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	**Writing:** • Writing sample – Diagnostic • Descriptive writing • Narrative writing • Creative writing • Expository writing • Persuasive writing • Writing sample – (fall and spring) • Response to literature • Speech writing • Letters/messages • Research writing • Reflective writing Common assessment tools: • MPS Writing Rubrics • MPS Research Rubrics	• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts) • Writing tools (including electronic tools) • Keyboarding resources • Equipment/tools for modeling and sharing writing • Writing process • Writing strategies based on best practices in writing • Elements of curriculum alignment • Writing supplies • Word walls and other resources such as picture/word dictionaries and thesauruses • District-adopted rubrics • Technology • Visuals and other media • Reading A-Z/RAZ Kids • Discovery Education *Streaming* • MY Access! • Anchor papers and writing exemplars • MPS Writing Guides • MPS Portal Resources **Write Source (student edition)** Writing Process pp. 2-15, 53, 78, 94, and 108 Traits of Writing pp. Paragraphs pp. 42-57 Descriptive Writing pp. 60-65 Narrative Writing pp. 90-95 Expository Writing pp. 136-141 Persuasive Writing pp. 182-187 Response to Literature pp. 226-231 Creative Writing pp. 298-319

command of Language standards 1-3 up to and including grade 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.

Research to Build Knowledge
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)

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.

Speaking and Listening Standards
By the end of grade 3, students will:

Comprehension and Collaboration:
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. Come to discussions prepared; having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 b. Follow agreed-upon rules for discussion (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.
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.
3. Ask and answer questions about information form a speaker, offering appropriate elaboration and detail.

 Presentation of Knowledge and Ideas
4. Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language Standards
By the end of grade 3, students will:

Conventions in of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage

Other assessment evidence:
- Student questions
- Student comments
- Illustrations and other visuals
- Observations during whole group, small group, and conferences
- Short-cycle assessments
- On-demand writing
- Peer feedback (written and oral)
- Presentations
- Multimedia evidence
- Traditional and online publishing in various forms
- Content in Writers' Notebooks
- Contents of Portfolios (both process and showcase)
- Progress logs
- Student self-assessment
- Student self-reflection
- Student goals

Speaking, Listening, and Media
- Oral Presentation
- Informative Oral Presentation
- Listening Assessment
- Discussion Assessment
- Design and Creation of Media Product (Presentation or Tangible Artifact)
- Multimedia presentations
- Oral Rubrics
- Listening Rubrics
- Discussion Rubrics
- Media Rubrics
- Technology Rubrics
- Research Conventions Rubrics

Story Writing pp. 299-306
Research Writing pp. 337-362
Reflecting on Writing pp. 83, 113, 159, 203, 243, 335
Summary Writing pp. 306-309
Writer's Notebook pp. 416
iSeek! **www.myaccess.com**

Write Source (student edition)
Speaking skills pp. 342-247
Oral presentations 542-347
Listening skills pp. 18, 360
Working with partners pp. 16-19
Media section, library pp. 295
Media grid p. 337
Evaluating web sites pp. 305, 359
Multimedia presentations pp. 336-339
Understanding commercials pp. 358
Strategies and Approaches
 Think, Pair, Share (Lyman, 1981)
 Think, Ink, Pair, Share (Billmeyer, 2003)
 Looping (Elbow, 1998)
 Collaborative Learning (Johnson and Johnson, 1999)
 Reciprocal Teaching (Palincsar, 1994)
 Discussion Webs (Alvermann, 1991)
 Reflection Journal (Zemelman, Daniels, and Hyde; 1993)

Write Source (student edition)
Spelling pp. 487-491
Punctuation pp. 447-469
Sentences pp. 394-413
Capitalization pp. 470-475
Pronoun-antecedent agreement p. 379
Reference materials pp. 295, 300-303
Conventions pp. 14, 25
Subject-verb agreement pp. 386, 404
Quotation marks pp. 460
Parts of speech pp. 516-542
Verb tense pp. 384-385, 524
Write Trait Kits (conventions)
MY Access! **www.myaccess.com**
Working with Words pp. 373-392
Word history pp. 300, 434-435
Techniques for building vocabulary pp. 433-

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.
 c. Use abstract nouns (e.g., childhood).
 d. For 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.
 h. Use coordinating and subordinating conjunctions.
 i. Produce simple, compound, and complex sentences.
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 quotations marks in dialogue.
 d. Form and use possessives.
 e. Use conventional spelling for high-frequency and other studied words 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.
Knowledge of Language
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.
 	
Vocabulary Acquisition and Use
4. Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 a. Use sentence-level context as a clue to the meaning of a word or phrase.
 b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
	Language:
	Accurate use of conventions in writing and speaking
	
	• MPS Writing Rubrics – Conventions
	
	Language:
	Appropriate use of on-level vocabulary
	
	• MPS Language Rubrics
		441
		Homophones p. 121
		Using a dictionary pp. 300-301, 434-435
		Word choice p. 24
		Word meaning pp. 435-4441
		Transitions pp. 117, 442-443
		
		   MPS Vocabulary List for Grade Three – English language arts
		   Marzano - Six Step Process (2004)
		   Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)
		   Talk Aloud (Baumann and Schmitt, 1986)
		   Explicit Modeling (Roehler and Duffy, 1991)
		   Implicit Modeling (Roehler and Duffy, 1991)
		   Read Aloud (Allen, 2000)
		   Think Aloud (Clark, 1984; Meichenbaum, 1985)
		   Word Learning Strategies (Graves, 2006):
		   • Use Context Clues
		   • Analyze Word Parts
		   • Check a Dictionary
		   Word Consciousness (Scott and Nagy, 2004)
		   Word Study (Allen, 2007):
		   • Word Posters
		   • Word Maps
		   • Possible Sentences
		   • Dramatizing Words
		   • Word Sorts
		   • Word Chains
		   • Semantic Feature Analysis
		
		Great Source – online resources:
		http://www.greatsource.com/iwrite/index.html
		
		   Differentiation for Students Who Need Additional Practice (use Extra Support in Write Source)
		   Differentiation for Students Who Are Advanced in This Skill (use Challenge resources in Write Source)
		
		Zaner-Bloser – adopted resources
		
		Zaner-Bloser – online resources:
		www.zaner-bloser.com

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*).		
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).		

Block Structure and Instructional Methods **Instructional Groupings:** **Whole Group:** Strategic, Explicit Instruction **Small Group: Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations** – Application and Practice **Whole Group**: Sharing and Wrap Up	Universal Approaches, Modes, Skills, and Strategies
Introduction (5 minutes) **Goal = Connect** The teacher will: • Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson. • Communicate the learning intention. **Whole Group (10 minutes)** **Goal = Build** The teacher will: • Introduce the mini-lesson. • Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language) • Use mentor texts to share example(s) to illustrate aspect of writers' craft in use. • Provide additional information and/or clarification to enhance understanding and support transfer. • Ask students to discuss with a partner; teacher will listen for understanding. • Help students create a poster and/or record content of lesson in writer's notebook. • Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing. • Check status of the class: ask students to first think individually then discuss via whole group or partner share.	**Best Practices in Writing** (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008) • Writers' Workshop • Writing Process • Writing Strategies • Six Traits of Effective Writing • Authentic Forms • Writing-Reading Connection • Effective Feedback • Teacher as Writer **Approaches** (Graham and Perin, 2007) • Writing Strategies • Summarization • Collaborative Writing • Specific Product Goals • Word Processing • Sentence Combining • Prewriting • Inquiry Activities • Process Writing Approach • Study of Models • Writing for Content Areas **Differentiated Instruction During Small Group Instruction** (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999) • Content • Process • Product • Writing Circles (Vopat, 2009) • Inquiry Circles (Harvey and Daniels, 2009) **Six Traits of Effective Writing** (Spandel, 2009) Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions

Small Groups (35 minutes)
Goal = Reach

The teacher will:

- Organize for effective small group work.
- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Purposefully design the composition of groups to best meet student needs.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

Whole Group – Sharing and Reflection (10 minutes)
Goals = Reconnect and Wrap Up

The teacher will:

- Gather all members of the class to meet. Revisit the learning intention of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

Students in grade three will work to enhance their abilities in the following writing skills (Tomkins, 2010)
- Structuring Skills
- Mechanical Skills
- Language Skills
- Reference Skills
- Handwriting Skills
- Computer Skills *there will be an explicit focus on keyboarding in grade 3; first semester students will practice keyboarding skills as a component of literacy work stations; second semester students will begin to use MY Access!*

Modes (Cooper, 2003)
- Write Aloud [Modeled] Writing
- Shared Writing
- Guided Writing
- Interactive Writing (Tompkins, 2008)
- Collaborative/Cooperative Writing
- Independent Writing

Categories of Strategies (Tompkins, 2010)
- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

Writing Process (Graves, 1994)
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

Available Accommodations and Modifications to Provide Access to the Core Curriculum (*)

English Language Learners:	Students with Disabilities (per IEP)*
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials *Preparation* *Scaffolding* *Grouping Options* Adaptation of Content Modeling Whole class Links to Background Guided practice Small groups Links to Past Learning Independent practice Partners Strategies incorporated Comprehensible input Independent *Integration of Processes* *Application* *Assessment* Reading Hands-on Individual Writing Meaningful Group Speaking Linked to objectives Written Listening Promotes engagement Oral	Assistive technology (writing) • Adapted writing utensils • Adapted paper • Positioning devices • Hand held dictionary/spell check • Recorders • Portable word processors • Digital graphic organizers • Digital note takers • Adapted/alternative computer hardware • Alternative software • Talking/graphic word processors • Word prediction • Advanced reading/writing supports • Voice recognition • Sound amplification systems

**NOT an exhaustive list