

Unit #1B: Getting Ready: Launching the Writing Workshop

Unit Focus

Teachers will introduce foundational structures, routines, and expectations associated with the third-grade writer as well as the establishment of the writing workshop. Following the balanced literacy model as defined in the PWCS Instructional Framework, students will learn the systems that will become ongoing structures in the classroom for the school year. The teaching of the management of these established systems will allow for students to see themselves as a community of learners and to view themselves as writers. Initially, this time is spent establishing tools and procedures such as the writer's notebook to establish writing ideas to come back to across the year, the writer's folder which will hold ongoing process writing pieces, and other writing tools. Teachers will want to use this time to do on-demand writing to assess what their students know about writing. Teachers will use these sample writings in conjunction with the PWCS Writing Continuum and the VDOE SOL Curriculum Framework to identify teaching points that will drive instruction. For students requiring additional support in writing composition, teachers may consider helping students to tell stories, which will allow them to continue to work on the sequence of stories and get them to realize that what we say will match what we write. In this early unit, teachers can begin the process of writing by engaging students in storytelling and the use of mentor texts. Utilizing *mentor texts** during the writing workshop helps students learn to generate ideas and take risks to become different writers tomorrow than they are today.

**Mentor texts are pieces of literature that the teacher and student can return to and reread for many different purposes throughout the year. They are texts that can be studied and imitated which will help students feel more comfortable when trying out new strategies and formats.*

Suggested Duration: 4 to 6 Weeks

Stage 1 - Desired Outcomes

Established Goals

Virginia Standards of Learning

Communication and Multimodal Literacies

3.1 The student will use effective communication skills in a variety of settings.

- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

Writing

3.7 The student will write legibly in cursive.

- a) Write capital and lowercase letters of the alphabet.
- b) Sign his/ her first and last names.

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- b) Use the word *I* in compound subjects.
- i) Use the articles *a*, *an*, and *the* correctly.

WIDA English Language Development Standard

English Learners communicate for social and instructional purposes within the school setting

English Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

| Enduring Understandings | Essential Questions |
|---|--|
| <p><i>Students will understand that:</i></p> <p>U1 Writers use the work of other authors to experiment and learn how to write using varied genres (mentor text).</p> <p>U2 Writers focus on the components of the composing and written expression domains when writing.</p> <p>U3 Writers are aware of audience and purpose when composing.</p> <p>U4 Writers use the writing process.</p> <p>U5 Different forms of writing have different characteristics and formats.</p> <p>U6 Legible cursive handwriting is an important tool of communication.</p> <p>U7 A writer’s notebook helps the writer to collect ideas for pieces they will later write.</p> | <p><i>Students will keep considering:</i></p> <p>Q1 How can I use mentor texts to learn how to experiment with language and genres of writing?</p> <p>Q2 How can I use the domain features of composing and written expression to help focus my writing?</p> <p>Q3 Why do I need to be aware of audience and purpose in my writing?</p> <p>Q4 How does following the steps in the writing process help to improve my writing?</p> <p>Q5 How can a writer’s notebook help me as a writer?</p> <p>Q6 Why is it important to learn to write in cursive?</p> <p>Q7 How can I get a story from my mind onto the page?</p> |

| Knowledge | Skills |
|--|---|
| <p>Students will know:</p> <p>K1 Reading mentor texts supports writing in various genres and to experiment with different styles of writing.</p> <p>K2 The composing and written expression domain features help to focus writing.</p> <p>K3 Selecting the audience and purpose is part of developing and organizing writing.</p> <p>K4 How to use the writing process to help support and improve writing.</p> <p>K5 Writer’s notebooks are a place to collect ideas, brainstorm and practice writing styles.</p> <p>K6 How to use cursive handwriting to sign their name and form letters of the alphabet.</p> <p>Key vocabulary Narrative, personal experience, writer’s notebook, writer’s folder, writing routines, mentor text, cursive, intended audience, grammar, punctuation, complete sentences, transition words, varied sentence structure</p> | <p>Students will be able to:</p> <p><i>Work with the writing process to communicate: draft, compose, review and publish writing.</i></p> <p>3.1</p> <p>S1 Participate in a range of collaborative discussions beginning to build on other’s ideas and clearly state thoughts, opinions, and information (3.1g).</p> <p>S2 Work respectfully with others in whole and small group settings (3.1h).</p> <p>3.7</p> <p>S3 Use correct letter formation (3.7a,b).</p> <p>S4 Practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip with flow from one letter to the next within names and words (3.7a,b).</p> <p>S5 Learn to write legibly in cursive (3.7a,b).</p> <p>3.8</p> <p>S6 Use a variety of pre-writing strategies (identify the intended audience, use ideas from class brainstorming, using lists, talking to others, using graphic organizers) (3.8abc).</p> <p>S7 Use mentor texts as an example of writing (3.9b).</p> <p>S8 Develop writing by focusing on one topic (3.9a,d).</p> <p>S9 Begin to learn organizational strategies to structure writing according to type (3.8d).</p> <p>3.9</p> <p>S10 Use complete sentences (3.9a).</p> <p>S11 Use the word <i>I</i> in compound subjects (e.g., Billy and I) (3.9b).</p> <p>S12 Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly (3.9i).</p> |

Stage 2 – Evidence

| Performance Assessment Task(s) | Other Evidence |
|---|---|
| <p>P1 Your teacher has shared a mentor text with you. As a class, discuss and create a list of features that the author used that made the story more enjoyable for you as a reader. You will be writing your own story, modeling the writing style of the author from the mentor text. Refer to the mentor text to help you follow the sequence of a story. You will participate in each stage of the writing process (planning, drafting, revising, editing, and publishing) to create your final product. You will share your story with a partner. (3.8a-d, 3.9a,i)</p> <p>Teacher Note: At this point, students are not expected to show mastery of these skills. Students are learning the foundational structures of the writing process. Consult your Library Media Specialist for possible mentor texts.</p> <p>Teachers should take into consideration the individual needs of all students, in particular EL, SPED, and advanced, when determining scaffolds for student success. For example, students with an English Language proficiency Level of 1 & 2 in writing, the following supports could be used: visuals, sentence frames, graphic organizers, and native language peers as supports; ELP level 3 & 4 in writing domain could use sentence frames, graphic organizers, and peers as supports.</p> | <p>O1 Writing conference notes to address the strengths and weaknesses of writing</p> <p>O2 Graphic organizers used to plan writing</p> <p>O3 Composed piece which includes the organizational pattern of beginning, middle, and end</p> <p>O4 Narrative writing from personal experience</p> <p>O5 Use of an editor’s checklist to edit a peer’s writing</p> <p>O6 Individual writers’ notebooks</p> <p>O7 Cross-curricular writing</p> <p>O8 Quick writes</p> <p>O9 PWCS K-5 Writing Continuum</p> |

Stage 3 - Learning Plan

Recommended Learning Experiences

- L1** Set up rules and procedures for writing workshop, such as atmosphere, setting up and navigating the writer’s notebook, using and keeping track of the writing folder, taking notes, expectations for small and whole group instruction, expectations for read alouds, and expectations for independent and collaborative work.
- L2** Guide students to think about what goals they have for their writing this year. Make a list on chart paper and have students generate their own goals to keep in their writer’s notebooks (e.g., fill notebooks with true stories, use transition/sequence words, put the date on each page in a notebook entry, have people in stories talk, write lots of sentences, write more than one page, use lots of punctuation). Provide exemplars of third grade writing to help students come up with ideas on goals for their writing.
- L3** Model generating a list of ideas for writing to refer to when you get stuck on chart paper. Students should create their own writing idea lists in their writer’s notebooks to refer to during work time throughout the year.
- L4** Use a variety of mentor texts to model for students attributes of good writing and storytelling through interactive read alouds and shared writing. Emphasize that what you write must match what you say.
- L5** Create a class anchor chart to show the process of writing: planning, drafting, revising, editing, publishing, and celebrating.
- L6** Model, through a think aloud, choosing an idea or topic to write about and using various prewriting/planning strategies to get started with writing (e.g., brainstorming, lists, quick writes, identifying the intended audience, talking to others, using graphic organizers).
- L7** Model to students how to use the planning stage to help compose a draft.
- L8** Confer with students as they work to plan and draft a piece of writing to place in their writer’s folder.
- L9** Through think alouds, model the reviewing stage of the writing process: editing and revising. Use a previous draft from the class to edit and revise in order to “fix up” and make the writing clearer for the reader.
 - a) Emphasize that good writers read their writing more than once and sometimes even out loud.
 - b) Focus on using complete sentences, using the word *I*, and using the articles *a*, *an*, and *the* when editing.
 - c) As a class, create an editing checklist for students to utilize throughout the year including “non-negotiables” (e.g., punctuation, capital letters when appropriate, using the word *I*, complete sentences, spelling)
- L10** Confer with students as they work to revise and edit a draft from their writer’s folder.
- L11** Model, through a think aloud, taking a piece of writing that has gone through planning, drafting, and reviewing to publish. Build excitement about publishing a writing piece that has gone through the writing process. Published writing piece can be placed on a bulletin board, in a class book, shared with the class, etc.
- L12** Model appropriate strokes for cursive writing. Students practice these strokes.

Peer-Reviewed Instructional Resources

*Note: This list of resources is intended to provide support for teachers in planning their instruction.
Teachers should use their professional judgment to select lessons that fully address the Standards of Learning and the needs of their students.*

VDOE English Standards of Learning Curriculum Framework:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

VDOE Writing Instruction Resources:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml

PWCS Resources

PWCS Instructional Framework

PWCS Phonics, Phonemic Awareness and Word Study Resource

PWCS Research Strand Support Document (2017 SOLs)

PWCS K-5 Writing Continuum

PWCS Language Arts Website

Additional General Resources to Support Writing Workshop:

The Art of Teaching Writing - Lucy Calkins

Mastering the Mechanics - Linda Hoyt

Writing Essentials – Regie Routman

Writing Units of Study - Lucy Calkins

How's It Going?: A Practical Guide to Conferring with Student Writers – Carl Anderson

A Teacher's Guide to Writing Conferences – Carl Anderson

Being a Writer - Center for the Collaborative Classroom

Cracking Open the Authors Craft - Lester Laminack

Writers are Readers – Lester Laminack & Reba Wadsworth

The Writing Strategies Book – Jennifer Serravallo

Writing Workshop: The Essential Guide – Ralph Fletcher and Joanne Portalupi

Mechanically Inclined – Jeff Anderson

Additional Supporting Resources

Differentiation for students learning English should be included as part planning for tier 1 instruction. These scaffolding suggestions are intended to support teachers in planning proactively for the needs of these students within the reading lessons.

| Graphic supports | Interactive supports | Language support | Sensory support |
|---|--|---|---|
| <ul style="list-style-type: none"> • Graphic organizers • Anchor charts • Visuals (pictures, diagrams, illustrations) • Timelines | <ul style="list-style-type: none"> • Academic conversations • Explicit modeling • Cooperative learning • Think-pair-share • Interactive read-aloud • Turn and talk (thoughtful partnerships) • Flexible grouping • Think aloud | <ul style="list-style-type: none"> • Label items in the room • Picture support for words • Audio support • Native language text • Personal word wall • Adapted text | <ul style="list-style-type: none"> • Manipulatives • Real life objects • Songs • Physical movements • Models and figures |

Links to in depth descriptions of Supports

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. Is a resource for general education teachers of English Learners (ELLs).

The strategies were chosen for their broad application across content areas and represent five research-based principles of scaffolded instruction for ELLs:

- 1) to focus on academic language, literacy, and vocabulary;
- 2) to link background knowledge and culture to learning;
- 3) to increase comprehensible input and language output;
- 4) to promote classroom interaction and
- 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b).

<http://ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/English-Language-Learners/go-to-strategies.pdf>

WIDA Resource Library <https://wida.wisc.edu/resources>

The following resources are available on the [EL Program Staff Communities page](#).

- Academic Literacy Tools - vocabulary, graphic organizers, K-2 literacy, 3-12 reading, 3-12 writing
- Differentiation Tools - cooperative learning, co-teaching

Name: _____

Date: _____

Performance Task Description: _____

Level of Mastery: _____

Unit: _____

Standards: _____

3-5 Performance Task Assessment Rubric

| Level of Mastery | Grade Scale | Report Grade | Teacher Description of Performance | Student Statement of Performance |
|-----------------------------------|-------------|--------------|--|---|
| Above Standard (Advanced-High) | 3.50-4.0 | A | In addition to Advanced-Low level performance, in-depth inferences and application that go beyond what was taught. | I know (and can do) it well enough to make connections that were not taught and I'm right about those connections. |
| Above Standard (Advanced-Low) | 3.30-3.49 | B+ | In addition to Proficient-High level performance, partial success at inferences and application that go beyond what was taught. | I know (and can do) it well enough to make connections that were not taught but I'm not always right about those connections. |
| Meets Standard (Proficient-High) | 2.50-3.29 | B | No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. | I know (and can do) everything that was taught (the easy parts and the harder parts) without making mistakes. |
| Meets Standard (Proficient-Low) | 2.30-2.49 | C+ | No major errors or omissions regarding the simpler details and processes and a partial knowledge of the more complex ideas and processes. | I know (and can do) all the easy parts, and some (but not all) of the harder parts. |
| Approaching Standard (Basic-High) | 1.50-2.29 | C | No major errors or omissions regarding the simpler details and processes, but major errors and omissions regarding the more complex ideas and processes. | I know (and can do) all the easy parts, but I don't know (and cannot do) the harder parts. |
| Approaching Standard (Basic-Low) | 1.30-1.49 | D+ | Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes. | I know (and can do) some of the easier parts, but I make some mistakes. |
| Beginning (Below Basic-High) | 0.50-1.29 | D | With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. | With help, I know (and can do) some of the harder parts and some of the easier parts. |
| Well Below (Below Basic-Low) | 0.00-0.49 | F | With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes. | With help, I know (and can do) some of the easier parts but not the harder parts. |

Grade 3 Unit 1B Guidance Document

| Composing / Written Expression | Usage and Mechanics |
|--|--|
| <p style="text-align: center;">Above Standard</p> <p>In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u></p> <ul style="list-style-type: none"> • Demonstrates reasonable focus on a topic or emerging expression of multiple related ideas. • Provides reasonable elaboration on the topic, though some lapses may be evident. • Organizes ideas in a reasonably logical manner, clarifying the relationship between ideas or events, though some lapses in organization may be present. • Includes multiple sentences of various lengths and structures, resulting in a rhythmic flow, though rhythm may be diminished by an inconsistency of sentence variety. | <p style="text-align: center;">Above Standard</p> <p>In addition to advanced-low level performance, in-depth inferences and application <u>that go beyond what was taught.</u></p> <ul style="list-style-type: none"> • Consistently spells frequently used sight words and common homophones. • Consistently maintains subject/verb agreement. • At times is able to revise writing; revises some places on own and some places with support of others. |
| <p style="text-align: center;">Meets Standard</p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • At times is able to focus on a narrowed topic. • Lead and/or closure is/are weak (length does not matter, but attention to detail does). • Simple sentences. • Contains mostly imprecise, bland language, though some specificity of word choice might occur and allow the writer’s voice to emerge on occasion. | <p style="text-align: center;">Meets Standard</p> <p>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.</p> <ul style="list-style-type: none"> • Consistently starts sentences with a capital letter. • Consistently capitalizes proper nouns. • Consistently spells frequently used sight words, compound words, and regular plurals. • At times is able to punctuates; however, fragments and run-ons may occur. |
| <p style="text-align: center;">Approaching Standard</p> <p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • At times is able to focus on a narrowed topic with support. • Lead and/or closure is/are weak (length does not matter, but attention to detail does). • Has basic organizational plan (B-M-E), but may jump from point to point. • Uses general, vague, and/or repetitious vocabulary. | <p style="text-align: center;">Approaching Standard</p> <p>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Consistently starts sentences with a capital letter. • Consistently capitalizes proper nouns. • At times is able to punctuates; however, fragments and run-ons may occur. • Consistently spaces between letters and words. |
| <p style="text-align: center;">Beginning</p> <p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Focuses on a broad, general topic. • Has little elaboration. Lead and/or closure is/are quite short or missing. • Has basic organizational plan (B-M-E), but may jump from point to point. • May use repetitive sentence patterns such as <i>I like...</i> | <p style="text-align: center;">Beginning</p> <p>With help, partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> • Consistently capitalizes the word <i>I</i>. • At times is able to start sentences with a capital letter. • Punctuates; may use one punctuation mark at the end of the text or the end of each line. |

Grade 3 Mentor Texts

| Unit # | Title and Author |
|--------|---|
| 1A | <ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Enemy Pie</i>, Derek Munson • <i>The Day You Begin</i>, Jacqueline Woodson • <i>Goldfish on Vacation</i>, Sally Lloyd-Jones • <i>The Stranger</i>, Chris Van Allsburg |
| 1B | <ul style="list-style-type: none"> • <i>Nothing Ever Happens on 90th Street</i>, Roni Schotter • <i>What Do You Do With An Idea?</i>, Kobi Yamada • <i>There's a Lion in my Cornflakes</i>, Michelle Robinson • <i>The Name Jar</i>, Yangsook Choi |
| 2A | <ul style="list-style-type: none"> • <i>The Recess Queen</i>, Marla Frazee • <i>The Other Side</i>, Jacqueline Woodson • <i>A Visitor for Bear</i>, Kady MacDonald Denton • <i>What is Given from the Heart</i>, Patricia C. McKissack • <i>Puss in Boots</i>, Jerry Pinkney |
| 2B | <ul style="list-style-type: none"> • <i>My Best Friend</i>, Mary Ann Rodman • <i>Blackout</i>, John Rocco • <i>Fireflies</i>, Julie Brinckloe • <i>Shortcut</i>, Donald Crews • <i>Owl Moon</i>, Jane Yolen |
| 3A | <ul style="list-style-type: none"> • <i>Those Shoes</i>, Maribeth Boelts • <i>A Bike Like Sergio's</i>, Maribeth Boelts • <i>Cam Jensen Mysteries</i>, David A. Adler • <i>The Name Jar</i>, Yangsook Choi • <i>I Hate English!</i>, Ellen Levine & Steve Bjorkman |
| 3B | <ul style="list-style-type: none"> • <i>Should There Be Zoos?</i>, Tony Stead • <i>Earrings</i>, Judith Viorst • <i>The Great Kapok Tree</i>, Lynne Cherry • <i>The Reluctant Dragon</i>, Kenneth Grahame • <i>National Geographic Readers: Cats vs. Dogs</i>, Elizabeth Carney |

| | |
|----|--|
| 4A | <ul style="list-style-type: none"> • <i>Why Polar Bears Like Snow and Flamingos Don't</i>, Nancy White • <i>What Do Animals Need?</i>, Margaret McNamara • <i>Pipsqueaks, Slowpokes, and Stinkers Celebrating Animal Underdogs</i>, Melissa Stewart • <i>Lovely Beasts The Surprising Truth</i>, Kate Gardner • <i>Maya Lin Artist-Architect of Light and Lines</i>, Jeanne Walker Harvey |
| 4B | <ul style="list-style-type: none"> • <i>Moonshot The Flight of Apollo 11</i>, Brian Floca • <i>The World of Weird Animals: What Makes a Monster?</i>, Jess Keating • <i>Grand Canyon</i>, Jason Chin • <i>Who Would Win</i> books, Jerry Pollotta • <i>But I Read it on the Internet</i>, Toni Buzzeo |
| 5A | <ul style="list-style-type: none"> • <i>A Pocketful of Poems</i>, Nikki Grimes • <i>Keep a Pocket in Your Poem: Classic Poems and Playful Parodies</i>, J. Patrick Lewis • <i>The Proper Way to Meet a Hedgehog and Other How-To Poems</i>, Paul B. Janeczko • <i>With My Hands Poems About Making Things</i>, Amy Ludwig Vanderwater • Shel Silverstein |
| 5B | <ul style="list-style-type: none"> • <i>Owl Moon</i>, Jane Yolen • Shel Silverstein • <i>Ode To A Commode: Concrete Poems</i>, Brian P. Cleary • <i>Butterfly House</i>, Eve Bunting • <i>All the Places to Love</i>, Patricia MacLachlan |
| 6A | <ul style="list-style-type: none"> • Select from suggested unit authors, making choices which allow for comparison within and between authors. |
| 6B | <ul style="list-style-type: none"> • <i>The Reason for a Flower</i>, Ruth Heller • <i>A River Ran Wild</i>, Lynne Cherry • <i>Bats</i>, Gail Gibbons • <i>Surprising Sharks</i>, Nicola Davie |

PWCS Offices of Student Learning and English Learner (EL) Programs and Services 07.10.15

Resource: Designing Curriculum and Teaching for Transfer with Understanding by Design® McTighe & Associates, 2015;
 Resource: Understanding by Design Template, https://studentservices.madison.k12.wi.us/files/stusvc/UBD_Template_1.doc
 Resource: Unit Planner adapted from VPROjas, Strategies for Success with ELL: An ASCD Action Toolkit, 2007;
 Resource: WIDA Consortium, *2012 Amplification of the English Language Development Standards Kindergarten – Grade 12*;
 Resource: PWCS Standards-Based Instructional Planning Process 08.05.11.