Planning for Rigorous Grade 3 Writing Lessons…   **Week of:**

LANGUAGE ARTS Strand: Writing & Language

Genre: Text Types	Process:	Targeted Skills:	Language Standards	
			Grammar/Usage	**Conventions**

Genre: Text Types

_Opinion
-State & support an opinion /position
-Use feelings
_Who else says so
-Convince the reader
-Sense of closure

_Informative/Expository
-Name one significant topic or subject
-Explain what, why, how
-Support by extension & elaboration of details
-Compare facts
-Include a mini story

_Narrative
-One significant event
-Include story elements(develop setting, main character, plot, theme, resolve the plot)
-Show movement through time
_Include sensory details/imagery
_Provide sense of closure

_Research:
_Shared Research/Writing
_Gather Info to Answer Questions

_Letter Formats
_Friendly letter
_Thank-you note

Process:
Prewrite/Plan:
_ Generate a List
_Ordering steps
_Timeline
_Graphic Organizer or Sketch
Draft:
_ Write to explain/give an opinion
_Write what happened
Revise Based on Questions & Suggestions:
_Add another word
_Add descriptive words: adjective/adverb
_Use precise vocabulary
_Add more information/details/facts
_Substitute synonyms, sentences
_Replacing weak and repetitive transitions (ex., then. . .and then)
_Delete extraneous information
   _Repeated words
   _Extra words
   _Dialogue that does not advance plot
_Reorder information
Edit:
_Grammar
_Conventions
Publish:
_ Individual Book or Class Project
_ Portfolio
_ Power Point /Video/Blog

Targeted Skills:
Organizing
_ List & Clump Details
_Sequencing (BME) Transitions
_Topic sentence (Main Idea statements)
_Beginnings *(Setting. Talk directly to the reader, Definitions, Exclamation, Onomatopoeia, Question)*
_Endings *(Feeling/ Reaction, Universal word, Remind reader of important point, Circle back to the hook)*
_Transitional Devices *(time, place, incidence, progression)*
Composing/Literary Skills:
_Strong Verbs
_Descriptive Attributes-*color, #, size, sound, location, age, shape, smell, weight, made of (wooden), taste, temperature, texture etc.*
_Specificity -use names for people & pets, products
_Comparisons- *simile, personification, It reminds me of, -er, est, using contrast*
_Figures of Speech - *alliteration, onomatopoeia, hyperbole, rhyme*
_Sentence Variation (**?,!,.**)
_Elaborations (clues for inference, description)
_Supporting details
_Embedded definitions
_Dialogue/Dialogue tags

Grammar/Usage
_Noun & Verbs
_Plural regular nouns
_Plurals of irregular nouns
_Proper Nouns
_Possessive nouns
_Personal, possessive & indefinite pronouns
_Prepositions (during, beyond, toward)
_ Composing & Expanding Simple & Compound Sentences
_Verb Tense
_ Frequently occurring adjectives
_ Frequently occurring conjunctions (and, but, or, so, because)

Conventions
_Indent
_Complete Sentences
_Paragraphing
Punctuation
_Period, Exclamation, Question, Apostrophes
_Colons
_Commas-dates, series
_Quotation Marks (Dialogue)
_Subject/Verb Agreement
_Pronouns/Antecedent
Capitalize
_Proper Nouns
_I
_Sentence beginnings
Spell
_High Frequency words
_Commonly used words

MENTOR TEXT(S) OR STIMULI		END PRODUCT:			
WRITER'S WORKSHOP FORMAT **Teacher Models Topic or Skill** **-Thinking, Planning, Talking**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**	**Teacher Models Topic or Skill:**
Guided (Student Think-Sketch/Plan-Talk) **Think-**Pick a topic **Plan** the ideas/details of topic **Talk to partner** about what their writing will say.	**Guided: (Students Think, Plan, Talk)**	**Guided: (Students Think, Plan, Talk)**	**Guided: (Students Think, Plan, Talk)**	**Guided:(Students Think, Plan, Talk)**	**Guided: (Students Think. Plan, Talk)**
Independent Writing (teacher roams/confers)	**Independent Writing:**	**Independent Writing:**	**Independent Writing:**	**Independent Writing**	**Independent Writing:**
Sharing (Students) Share writing Tell what their partner wrote (TAG) Tell what skill they were working on Give a compliment when they hear a target skill in their partner's writing	**Sharing:**	**Sharing:**	**Sharing:**	**Sharing:**	**Sharing:**