

Grade 3 Writing					
Notes	Resources Abbreviations	GR & W -Guiding Readers & Writers SUTW -Step up to Writing SF -Scott Foresman Basal WJ -Word Journeys	TFDC -Teaching for Deep Comprehension STW -Strategies That Work SYW -Scaffolding Young Writers	BWTL -Bringing Words to Life HME -Houghton Mifflin English	
Enduring Understandings:					
1. Students employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes.					
2. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge.					
3. Students develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum.					
Notes	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	CONTENT STANDARD/ Student Learning Expectations				
FIRST NINE WEEKS - WRITING August 17-Oct. 14, 2011					
Module 1: Sept. 27- Narrative/Story Starter					
Essential Question: How can sequencing help me convey my message?					
Essential Question: How do I create a well-developed piece of writing?					
Essential Question: How will pre-writing strategies help me organize my thoughts for writing?					
Essential Question: How can drafting help me get my thoughts from pre-writing on paper?					
Essential Question: How do I respond to writing? (peer conferences, checklists, rubrics)					
Unit 1	W.7.3.9 Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)	Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.) Comprehension	*identify a rubric *discuss the meaning of the components of the rubric *define all components of the Benchmark Arkansas Writing Rubric *use the rubric to identify effective features in writing through class discussion, peer editing, and conferring	rubric precise verbs adjectives peer editing confer	Arkansas Writing Rubric

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.7.3.1 Use organizational structure that is useful to the reader	Use organizational structure that is useful to the reader Application	*define types of writing as expository and narrative *discuss the structure of both forms of writing *read a variety of texts and distinguish between expository and narrative *use pre-writing strategies such as story map, outline, or terms such as topic sentence, body, and conclusion to organize writing *demonstrate an understanding of organizational structure by creating a writing in narrative or expository form	narrative lead beginning middle end closure topic sentence body conclusion expository pre-writing story map outline organize	SF-pg AR-65 SUTW
	W.7.3.4 Use transition words	Use transition words Application	*locate transition words in familiar reading or in text to create anchor chart *use transition words to create time flow or order in how to text	transition	SUTW
	W.7.3.6 Apply new vocabulary and concepts from reading to writing	Apply new vocabulary and concepts from reading to writing Application	*identify relevant vocabulary and transfer it into writing in meaningful context *show understanding of new vocabulary	vocabulary transfer context	<u>Bringing Words to Life</u> pg 8
	W.7.3.7 Use a checklist to monitor expectations in writing	Use a checklist to monitor expectations in writing Application	*use writer's checklist to monitor writing *reflect on quality of writing	checklist rubric expectations	<u>SF W</u> , pg 42, 74, 76, 84, 89 <u>Bringing Words to Life</u> Arkansas Writing Rubric
	W.6.3.2 Eliminate fragments	Eliminate sentence fragment within writing Evaluation	*recognize that complete sentences must have a subject and verb *apply to writing	fragments complete sentences	Arkansas Writing Rubric
	W.6.3.18 Use sentence meaning to determine correct ending punctuation	Demonstrate the understanding of sentence meaning by using correct ending punctuation Application	*recognize different ending punctuation marks (period, question mark, exclamation point) *define the meaning of each punctuation mark *examine a variety of sentences to determine use of correct punctuation *transfer knowledge of use of punctuation to apply to writing	period question mark exclamation mark punctuation mark strong feeling	HME- pg 12-19 SF-Unit 3 "Tops and Bottoms" pg 286- 303 SF-Unit 6 "The Extra Good Sunday" pg 322-337

Notes	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	CONTENT STANDARD/ Student Learning Expectations				
	W.6.3.7 Use past and present verb tense	Use past and present verb tense Application	*identify verbs with -ed, -ing *use text to categorize verbs as past or present tense *use linking verb with present tense	past tense verbs present tense verbs tense	SF-Unit 3- Overview
	W.6.3.10 Use correct spelling for high-frequency words, including irregular plurals	Use correct spelling for high-frequency words, including irregular plurals Analysis	*recognize common and less common spelling patterns *use regular singular nouns *use regular plural nouns *distinguish differences between regular plural nouns and irregular plural nouns *apply irregular plural nouns	irregular high-frequency plural singular	Dolch high-frequency word list website: english-zone.com
	W.6.3.17 Use simple abbreviations	Use simple abbreviations Application	*discuss the meaning of abbreviations *identify words that can be abbreviated *describe how to abbreviate specific words *use simple abbreviations in writing	abbreviation	HME- pg 270
	W.6.3.15 Capitalize titles and abbreviations	Use capital letters in titles and abbreviations Application	*recognize capital letters *identify a title *identify an abbreviation *apply rule of capitalization to titles and abbreviations	capital letters titles abbreviation	HME- pg 270, 272
	W.6.3.6 Use the pronouns I and me correctly in sentences	Use the pronouns I and me correctly in sentences Application	*use "I" before the verb and "me" after the verb *use text to locate "I" and "me" in context	in context pronouns	HME- pg 332-333
Essential Question: How do I choose when and why to write?					
	W.5.3.1 Write for a specific purpose and audience	Write for a specific purpose and audience Evaluation	*select purpose to entertain, inform, persuade or describe based on who you are writing for	inform entertain persuade describe audience	SUTW
	W.5.3.2 Write to persuade, inform, entertain, and describe	Write to persuade, inform, describe, entertain Synthesis	*write a letter to persuade, a research piece to inform, a story to entertain, and a description of a person, place or thing	entertain persuade inform/"how-to" piece describe	
	W.5.3.3 Write daily	Write daily Application	*write in journal, writer's notebook, learning log, response journal, etc., daily	journal writer's notebook response log learning log	
	W.5.3.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specific prompt within a given time frame Synthesis	*determine topic and audience of prompt *write to address topic and audience within the given time frame, considering the state writing rubric	write on demand prompt time frame rubric	Released Items

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	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.5.3.6 Write descriptive narratives	Write a descriptive narrative Synthesis	*brainstorm ideas for narrative * <u>develop</u> graphic organizer to organize thoughts * <u>incorporate</u> strong verbs and adjectives to create visual images *describe characters, setting, problems and solutions	descriptive narrative graphic organizer story elements visual images	SF-Unit 2 p.247c-247d "Night of the Pufflings" pg 228-243
	W.4.3.2 Focus on a central idea	Focus on a central idea Evaluation	* determine details that support a central idea record ideas that are of interest to students and narrow topics	central idea topic	SUTW
	W.4.3.3 Identify the audience	Identify the audience Comprehension	*Recognize who you are writing for (self, teacher, parents, others)	audience	HME- pg 122

Notes	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	CONTENT STANDARD/ Student Learning Expectations				
Essential Question: How can editing my draft improve my writing?					
	W.4.3.11 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure Analysis	*edit for spelling, punctuation, capitalization, sentence structure and grammar by referring to an editing checklist	edit punctuation capitalization sentence structure grammar	GR&W pg. 12 (figure 5-12)
	W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.) Analysis	*work cooperatively with others to edit *create visuals to display and communicate editing process *use technology as a tool for editing	visual technology editing process	SF-pg AR-65
	W.4.3.8 Include descriptive details that elaborate the central idea	Include descriptive details that elaborate the central idea Application	*write examples of imagery including the senses and descriptive adjectives to elaborate this topic	imagery adjective elaborate	SF-Unit 2 pg 207c-207d- "Tornado Alert" pg 190-203 SF-Unit 2 pg 247c-247d- "Night of the Pufflings" pg 228-243
Essential Question: How can I share my writing with others?					
	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.)	Produce a final copy after editing and proofreading Synthesis	*publish means "going public" *decide how to think about text and communicate through use of conventions, layout, and illustrations	publish convention layout illustrations proof read diagram	SUTW
	W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	Publish 10 pieces throughout the year Synthesis	*produce 10 final drafts to be shared *conduct final, formal editing *produce published piece with final layout, illustrations, and graphics	publish draft edit layout illustrations graphics report	
	W.4.3.16 Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres	Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres Evaluation	*use the following stem prompts to select successful pieces: "This is important to me because...", "Something I am proud of..."	stem prompt portfolio genre	
Essential Question: How can revising my draft improve my writing? (Writer's Craft)					

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
Unit 2	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference Analysis	*revise through peer or teacher conferences for - ideas that flow logically - word choices to strengthen meaning with precise nouns, strong verbs, adjectives - irrelevant details are deleted	revise logically irrelevant	SUTW
	W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	Utilize a revision checklist developed by the class to independently revise writing Application	*revise for language, organization and audience by referring to revision checklist	revision checklist vivid language	GR& W pg 64 (figure 5-11)
	W.4.3.1 Use a variety of planning strategies/ organizers	Employ ideas and plans for writing by using a graphic organizer Application	*arrange information so it is easy to recall (t-chart, web, etc) *understand the ideas are arranged from larger ideas to smaller ideas *understand the relationship of ideas	recall ideas larger smaller central	GR&W pg 441-452
	W.4.3.4 Select appropriate resources for personal and informational writing	Determine resources to support ideas for writing: experiences, books, references, interviews, questions Evaluation	*gather and organize ideas by drawing, talking, reading, researching	research reference thesaurus	SF-Unit-4 SF-pg AR-61
	W.5.3.4 Write informational pieces with at least two paragraphs	Write informational pieces with at least two paragraphs Synthesis	*select topic of interest *read and research information for pieces *take notes while reading *develop graphic organizer to organize ideas *write at least two-paragraph pieces with information from graphic organizer	paragraph informational piece graphic organizers	SUTW
	W.6.3.3 Create sentences with compound subjects	Write sentences with compound subjects Synthesis	*create a compound subject by using "and" to connect two nouns then connecting to a verb within writing	conjunction compound subject verb	SF- Unit 5 "Leah's Pony" pg 248-265 Unit 6 "The Pinata Maker" pg 369-383 & "Mailing May" pg 300-317
	W.6.3.4 Use subject-verb agreement in compound sentences	Use subject and verbs in agreement in compound sentences Application	*locate subject/verb agreement in context *listen for what sounds right *apply in writing	subject/verb agreement context "what sounds right"	SF-Unit 6 pg 276c "Two Bad Ants" pg 369-383 "Pandora's Box" pg 386-389
	W.6.3.9 Use less common visual patterns to spell unfamiliar words	Use less common visual patterns to spell unfamiliar words Analysis	*recognize visual patterns in words	visual generalization	Word Journeys

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	W.7.3.5 Make word choices to accurately convey the message	Make word choices to accurately convey the message Application	*eliminate "weak" words with specific nouns or strong verbs within the drafts *use thesaurus *use figurative language such as similes and metaphors	accurate noun verb thesaurus	<u>SYW</u> -Appendix D, pg 87

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	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
SECOND NINE WEEKS - WRITING					
Oct. 17-Dec. 16, 2011					
Module 2: Nov. 8- Explanatory					
Essential Question: How will including details make my writing interesting?					
Essential Question: How can feedback improve my writing?					
Essential Question: How will pre-writing strategies help me organize my thoughts for writing?					
Essential Question: How can drafting help me get my thoughts from pre-writing on paper?					
Essential Question: How do I respond to writing? (peer conferences, checklists, rubrics)					
Unit 2	W.7.3.1 Use organizational structure that is useful to the reader	Use organizational structure that is useful to the reader Application	*define types of writing as expository and narrative *discuss the structure of both forms of writing *read a variety of texts and distinguish between expository and narrative *use pre-writing strategies such as story map, outline, or terms such as topic sentence, body, and conclusion to organize writing *demonstrate an understanding of organizational structure by creating a writing in narrative or expository form	narrative lead beginning middle end closure topic sentence body conclusion expository pre-writing story map outline organize	SF-pg AR-65 SUTW
	W.7.3.2 Include relevant information and elaboration on the topic	<u>Incorporate</u> relevant information and elaboration on the topic Synthesis	*show, don't tell (descriptive details) *create strong leads *write in a variety of genres *contribute characteristics of genre to an anchor chart *revise to elaborate	information descriptive details elaborate	GR&W- pg 74
	W.7.3.3 Arrange steps in a logical sequence	Arrange steps in a logical sequence Analysis	*recreate "familiar" story by cut/paste into logical sequence *follow directions organized in a step by step, chronological order *construct graphic organizer to organize thoughts sequentially	logical sequence transition	SF-Unit 1 pg 14a "How I Spent My Summer Vacation" pg 16-31

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	W.7.3.4 Use transition words	Use transition words Application	*locate transition words in familiar reading or in text to create anchor chart *use transition words to create time flow or order in how to text	transition	SUTW
	W.7.3.7 Use a checklist to monitor expectations in writing	Use a checklist to monitor expectations in writing Application	*use writer's checklist to monitor writing *reflect on quality of writing	checklist rubric expectations	SY W, pg 42, 74, 76, 84, 89 <u>Bringing Words to Life</u> Arkansas Writing Rubric
	W.7.3.8 Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order	Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order Evaluation	*ask questions for clarity *provide "positive" feedback *peer edit	clarity coherence logical order	Arkansas Writing Rubric
	W.7.3.9 Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)	Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.) Comprehension	*identify a rubric *discuss the meaning of the components of the rubric *define all components of the Benchmark Arkansas Writing Rubric *use the rubric to identify effective features in writing through class discussion, peer editing, and conferring	rubric precise verbs adjectives peer editing confer	Arkansas Writing Rubric
	W.6.3.20 Indent to show paragraphs	Show the beginning of a paragraph by indenting Application	*define indent *recognize a paragraph in text *recognize and discuss that indenting begins a paragraph *create a paragraph and indent at the beginning	indent paragraph beginning	
	W.6.3.4 Use subject-verb agreement in compound sentences	Use subject and verbs in agreement in compound sentences Application	*locate subject/verb agreement in context *listen for what sounds right *apply in writing	subject/verb agreement context "what sounds right"	SF-Unit 6 pg 276c "Two Bad Ants" pg 369-383 "Pandora's Box" pg 386-389
	W.6.3.5 Use possessive pronouns correctly	Use possessive pronouns correctly Application	*identify possessive pronouns (my, our, his, her, its, their, your) in writing to take place of the noun	possessive pronouns	HME- pg 334-335 SF-Unit 3 "Tops and Bottoms" pg 286-303

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	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.6.3.8 Use singular possessives	Use singular possessives Application	*identify a noun *identify a singular noun *determine when to use appropriate placement of an apostrophe: apostrophe (s) or (s) apostrophe	singular possessives apostrophe plural	SF- Unit 2 pg 142c "Danger-Icebergs" pg 210-221 & "Glacier Trek" pg 224-225
	W.6.3.12 Use inflectional ending patterns (i.e., consonant doubling, dropping e, changing y to i)	Use inflectional ending patterns (i.e., consonant doubling, dropping e, changing y to i) Analysis	*identify root/base word *identify inflectional endings *apply inflectional ending patterns to root/base words	doubling letters silent (e) change "y" to "i"	W_J pg 338
	W.6.3.1 Use a variety of simple and compound sentences	Use a variety of simple and compound sentences when writing Application	*create simple sentences *write compound sentences with compound subject *vary sentence patterns and lengths	simple sentences compound sentences compound subject sentence pattern and length	SUTW
	W.6.3.9 Use less common visual patterns to spell unfamiliar words	Use less common visual patterns to spell unfamiliar words Analysis	*recognize visual patterns in words	visual generalization	<u>Word Journeys</u>
	W.4.3.2 Focus on a central idea	Focus on a central idea Evaluation	* determine details that support a central idea record ideas that are of interest to students and narrow topics	central idea topic	SUTW
	W.4.3.4 Select appropriate resources for personal and informational writing	Determine resources to support ideas for writing: experiences, books, references, interviews, questions Evaluation	*gather and organize ideas by drawing, talking, reading, researching	research reference thesaurus	SF-Unit-4 SF-pg AR-61
	W.4.3.3 Identify the audience	Identify the audience Comprehension	*Recognize who you are writing for (self, teacher, parents, others)	audience	HME- pg 122
	W.4.3.7 Create well-developed introductory and concluding paragraphs	Create well-developed introductory and concluding paragraphs Synthesis	*use good examples from texts that have engaging introductions and conclusions *select different types of leads to "hold the reader" (question, dialogue, startling statements)	leads startling statements dialogue/conversation conclusion	HME- pg 186-187 SUTW
Unit 3	Essential Question: How can revising my draft improve my writing? (Writer's Craft)				
	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference Analysis	*revise through peer or teacher conferences for - ideas that flow logically - word choices to strengthen meaning with precise nouns, strong verbs, adjectives - irrelevant details are deleted	revise logically irrelevant	SUTW

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	CONTENT STANDARD/ Student Learning Expectations				
	W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	Utilize a revision checklist developed by the class to independently revise writing Application	*revise for language, organization and audience by referring to revision checklist	revision checklist vivid language	GR&W pg 64 (figure 5-11)
Essential Question: How can editing my draft improve my writing?					
	W.4.3.11 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure Analysis	*edit for spelling, punctuation, capitalization, sentence structure and grammar by referring to an editing checklist	edit punctuation capitalization sentence structure grammar	GR&W pg. 12 (figure 5-12)
	W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.) Analysis	*work cooperatively with others to edit *create visuals to display and communicate editing process *use technology as a tool for editing	visual technology editing process	SF-pg AR-65
Essential Question: How can I share my writing with others?					
	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.)	Produce a final copy after editing and proofreading Synthesis	*publish means "going public" *decide how to think about text and communicate through use of conventions, layout, and illustrations	publish convention layout illustrations proof read diagram	SUTW
	W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	Publish 10 pieces throughout the year Synthesis	*produce 10 final drafts to be shared *conduct final, formal editing *produce published piece with final layout, illustrations, and graphics	publish draft edit layout illustrations graphics report	
	W.4.3.16 Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres	Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres Evaluation	*use the following stem prompts to select successful pieces: "This is important to me because...", "Something I am proud of..."	stem prompt portfolio genre	

Notes	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	CONTENT STANDARD/ Student Learning Expectations				
Essential Question: How do I choose when and why to write?					
	W.5.3.1 Write for a specific purpose and audience	Write for a specific purpose and audience Evaluation	*select purpose to entertain, inform, persuade or describe based on who you are writing for	inform entertain persuade describe audience	SUTW
	W.5.3.2 Write to persuade, inform, entertain, and describe	Write to persuade, inform, describe, entertain Synthesis	*write a letter to persuade, a research piece to inform, a story to entertain, and a description of a person, place or thing	entertain persuade inform/"how-to" piece describe	
	W.5.3.3 Write daily	Write daily Application	*write in journal, writer's notebook, learning log, response journal, etc., daily	journal writer's notebook response log learning log	
	W.5.3.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specific prompt within a given time frame Synthesis	*determine topic and audience of prompt *write to address topic and audience within the given time frame, considering the state writing rubric	write on demand prompt time frame rubric	Released Items
	W.5.3.7 Write an original fable and tall tale	A. Write an original fable B. Write an original tall tale Synthesis	*demonstrate knowledge of characteristics of tall tales, to include exaggerated characters and actions *demonstrate knowledge of fables to include animals with human traits that teach a moral or lesson	tall tale exaggerate stretch the truth fable personification moral	SF-Unit 3 pg 258a "What Do Authors Do?" pg 260-280
	W.5.3.5 Respond to literature with specific reference to the text	Respond to literature with specific reference to the text Application	*construct a response to literature using stem prompts such as "I noticed...", "I wonder...", "I learned...", "This reminds me of...", "I like..."	stem prompt	SF-Unit 6 pg 341c-341d- "The Extra Good Sunday" pg 322-337
	W.6.3.16 Use commas in a series and greeting and closing of a letter	Use commas in a series and greetings and closing of a letter Application	*identify commas *identify series of words that require commas *recognize greeting and closing of a letter *create sentences that use commas in a series *create a letter using a comma in the greeting and closing	commas words in a series friendly letter greeting body closing signature	SF-Unit 6 pg 320a "The Extra Good Sunday" pg 322-337

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	CONTENT STANDARD/ Student Learning Expectations				
	W.6.3.13 Spell commonly used homophones correctly in context	Spell commonly used homophones correctly in context Analysis	*recognize that some words are pronounced the same but have different meanings and spellings	homophone different pronounce	SF-pg AR-62
	W.6.3.11 Use knowledge of suffixes to correctly spell words	Use knowledge of suffixes to correctly spell words Analysis	*locate root/base words *recognize new words and new meanings can be made by adding suffixes *apply suffixes to root/base word correctly	prefix suffix root word base word suffixes -ed, -ing, -er, -tion, -sion, -ful, -est, -ness, -al, -ary, -able, -ly, -ment, -y	WJ pg 339 Word Roots-Building vocabulary, level 3 (D Landa-FV)
	W.6.3.14 Use capital letters for emphasis	Use capital letters for emphasis Application	*recognize that capital can be used for other purposes *use capital letters in words to represent strong language	capitalize bold emphasis	SF-Unit 4 pg 62a "Thunder Cakes" pg 64-83
	W.7.3.6 Apply new vocabulary and concepts from reading to writing	Apply new vocabulary and concepts from reading to writing Application	*identify relevant vocabulary and transfer it into writing in meaningful context *show understanding of new vocabulary	vocabulary transfer context	Bringing Words to Life- pg 8
	W.7.3.10 Examine written work to determine progress in writing and work habits and explain personal changes over time	Examine written work to determine progress in writing and work habits and explain personal changes over time Analysis	*use forms in writing folders and portfolios to: -analyze amount and type of writing -note what students have learned -determine attitude toward writing	progress improvement portfolio	writing portfolio

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	CONTENT STANDARD/ Student Learning Expectations				
THIRD NINE WEEKS - WRITING Jan.3- March 9, 2012					
Module 3: Jan. 24- Narrative/Personal & Module 4: March 14- Opinion					
Essential Question: How can I respond to texts in a variety of ways?					
Essential Question: How can making connections with literature improve my writing?					
Essential Question: How will pre-writing strategies help me organize my thoughts for writing?					
Essential Question: How can drafting help me get my thoughts from pre-writing on paper?					
Essential Question: How do I respond to writing? (peer conferences, checklists, rubrics)					
Unit 4	W.4.3.6 Develop drafts by sorting information into categories and using the categories as paragraphs	Develop drafts by sorting information into categories and using the categories as paragraphs Synthesis	* <u>formulate</u> categories for paragraphs using graphic organizers	draft categories	SUTW
	W.5.3.8 Write cinquains and diamantes	A. Write cinquains B. Write diamantes Synthesis	*write to demonstrate knowledge of characteristics of cinquain as 5 lines: line 1 = one noun to name subject line 2 = two adjectives to describe subject	cinquain characteristics line of text noun	website: Readwritethink.org
	W.4.3.1 Use a variety of planning strategies/ organizers	Employ ideas and plans for writing by using a graphic organizer Application	*arrange information so it is easy to recall (t-chart, web, etc) *understand the ideas are arranged from larger ideas to smaller ideas *understand the relationship of ideas	recall ideas larger smaller central	GR&W pg 441-452
	W.5.3.5 Respond to literature with specific reference to the text	Respond to literature with specific reference to the text Application	* <u>construct a response</u> to literature using stem prompts such as "I noticed...", "I wonder...", "I learned...", "This reminds me of...", "I like..."	stem prompt	SF-Unit 6 pg 341c-341d- "The Extra Good Sunday" pg 322-337
	W.5.3.9 Explain connections between text and world	Explain connections between text and world Comprehension	*record text-to-world connection during reading to leave tracks of thinking *discuss text-to-world connections	text connections track	STW - pg 19

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	W.7.3.1 Use organizational structure that is useful to the reader	Use organizational structure that is useful to the reader Application	*define types of writing as expository and narrative *discuss the structure of both forms of writing *read a variety of texts and distinguish between expository and narrative *use pre-writing strategies such as story map, outline, or terms such as topic sentence, body, and conclusion to organize writing *demonstrate an understanding of organizational structure by creating a writing in narrative or expository form	narrative lead beginning middle end closure topic sentence body conclusion expository pre-writing story map outline organize	SF-pg AR-65 SUTW
	W.7.3.9 Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)	Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.) Comprehension	*identify a rubric *discuss the meaning of the components of the rubric *define all components of the Benchmark Arkansas Writing Rubric *use the rubric to identify effective features in writing through class discussion, peer editing, and conferring	rubric precise verbs adjectives peer editing confer	Arkansas Writing Rubric
	W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.) Analysis	*work cooperatively with others to edit *create visuals to display and communicate editing process *use technology as a tool for editing	visual technology editing process	SF-pg AR-65
	W.6.3.9 Use less common visual patterns to spell unfamiliar words	Use less common visual patterns to spell unfamiliar words Analysis	*recognize visual patterns in words	visual generalization	<u>Word Journeys</u>
Essential Question: How can I share my writing with others?					
	W.4.3.16 Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres	Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres Evaluation	*use the following stem prompts to select successful pieces: "This is important to me because...", "Something I am proud of..."	stem prompt portfolio genre	
Essential Question: How do I choose when and why to write?					

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.4.3.3 Identify the audience	Identify the audience Comprehension	*Recognize who you are writing for (self, teacher, parents, others)	audience	HME- pg 122
	W.5.3.3 Write daily	Write daily Application	*write in journal, writer's notebook, learning log, response journal, etc., daily	journal writer's notebook response log learning log	
	W.5.3.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specific prompt within a given time frame Synthesis	*determine topic and audience of prompt *write to address topic and audience within the given time frame, considering the state writing rubric	write on demand prompt time frame rubric	Released Items
Essential Question: How can revising my draft improve my writing? (Writer's Craft)					
	W.7.3.6 Apply new vocabulary and concepts from reading to writing	Apply new vocabulary and concepts from reading to writing Application	*identify relevant vocabulary and transfer it into writing in meaningful context *show understanding of new vocabulary	vocabulary transfer context	Bringing Words to Life- pg 8
Unit 5	W.4.3.4 Select appropriate resources for personal and informational writing	Determine resources to support ideas for writing: experiences, books, references, interviews, questions Evaluation	*gather and organize ideas by drawing, talking, reading, researching	research reference thesaurus	SF-Unit-4 SF-pg AR-61
	W.4.3.5 Use available technology to collect information for writing	Use available technology to collect information for writing Application	*practice collecting information from internet, CD's, etc., to support writing topic	technology internet	
	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference Analysis	*revise through peer or teacher conferences for - ideas that flow logically - word choices to strengthen meaning with precise nouns, strong verbs, adjectives - irrelevant details are deleted	revise logically irrelevant	SUTW

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	Utilize a revision checklist developed by the class to independently revise writing Application	*revise for language, organization and audience by referring to revision checklist	revision checklist vivid language	<u>GR&W</u> pg 64 (figure 5-11)
	W.7.3.2 Include relevant information and elaboration on the topic	<u>Incorporate</u> relevant information and elaboration on the topic Synthesis	*show, don't tell (descriptive details) *create strong leads *write in a variety of genres *contribute characteristics of genre to an anchor chart *revise to elaborate	information descriptive details elaborate	<u>GR&W</u> - pg 74
	W.7.3.4 Use transition words	Use transition words Application	*locate transition words in familiar reading or in text to create anchor chart *use transition words to create time flow or order in how to text	transition	SUTW
	W.7.3.7 Use a checklist to monitor expectations in writing	Use a checklist to monitor expectations in writing Application	*use writer's checklist to monitor writing *reflect on quality of writing	checklist rubric expectations	<u>SY W</u> , pg 42, 74, 76, 84, 89 <u>Bringing Words to Life</u> Arkansas Writing Rubric
Essential Question: How can editing my draft improve my writing?					
	W.4.3.11 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure Analysis	*edit for spelling, punctuation, capitalization, sentence structure and grammar by referring to an editing checklist	edit punctuation capitalization sentence structure grammar	<u>GR&W</u> pg. 12 (figure 5-12)
Essential Question: How can I share my writing with others?					
	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.	Produce a final copy after editing and proofreading Synthesis	*publish means "going public" *decide how to think about text and communicate through use of conventions, layout, and illustrations	publish convention layout illustrations proof read diagram	SUTW

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	Publish 10 pieces throughout the year Synthesis	*produce 10 final drafts to be shared *conduct final, formal editing *produce published piece with final layout, illustrations, and graphics	publish draft edit layout illustrations graphics report	
Essential Question: How do I choose when and why to write?					
	W.5.3.1 Write for a specific purpose and audience	Write for a specific purpose and audience Evaluation	*select purpose to entertain, inform, persuade or describe based on who you are writing for	inform entertain persuade describe audience	SUTW
	W.5.3.2 Write to persuade, inform, entertain, and describe	Write to persuade, inform, describe, entertain Synthesis	*write a letter to persuade, a research piece to inform, a story to entertain, and a description of a person, place or thing	entertain persuade inform/"how-to" piece describe	

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
FOURTH NINE WEEKS - WRITING March 12- May 30, 2012					
Essential Question: How will pre-writing strategies help me organize my thoughts for writing?					
Essential Question: How can drafting help me get my thoughts from pre-writing on paper?					
Essential Question: How do I respond to writing? (peer conferences, checklists, rubrics)					
Unit 5 & Unit 6	W.4.3.15 Use available technology for publishing	Use available technology for publishing Application	*use Alpha-Smarts, Neo's and other available technology to produce final copy of piece	Alpha Smarts Neo word processor printer	
	W.4.3.4 Select appropriate resources for personal and informational writing	Determine resources to support ideas for writing: experiences, books, references, interviews, questions Evaluation	*gather and organize ideas by drawing, talking, reading, researching	research reference thesaurus	SF-Unit-4 SF-pg AR-61
	W.4.3.3 Identify the audience	Identify the audience Comprehension	*Recognize who you are writing for (self, teacher, parents, others)	audience	HME- pg 122
	W.7.3.1 Use organizational structure that is useful to the reader	Use organizational structure that is useful to the reader Application	*define types of writing as expository and narrative *discuss the structure of both forms of writing *read a variety of texts and distinguish between expository and narrative *use pre-writing strategies such as story map, outline, or terms such as topic sentence, body, and conclusion to organize writing *demonstrate an understanding of organizational structure by creating a writing in narrative or expository form	narrative lead beginning middle end closure topic sentence body conclusion expository pre-writing story map outline organize	SF-pg AR-65 SUTW
Essential Question: How can editing my draft improve my writing?					
	W.4.3.11 Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure	Edit for spelling of appropriate words, usage, punctuation, capitalization, and sentence structure Analysis	*edit for spelling, punctuation, capitalization, sentence structure and grammar by referring to an editing checklist	edit punctuation capitalization sentence structure grammar	GR&W pg. 12 (figure 5-12)

Notes	AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	CONTENT STANDARD/ Student Learning Expectations				
	W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	Utilize available resources to edit writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.) Analysis	*work cooperatively with others to edit *create visuals to display and communicate editing process *use technology as a tool for editing	visual technology editing process	SF-pg AR-65
	W.6.3.9 Use less common visual patterns to spell unfamiliar words	Use less common visual patterns to spell unfamiliar words Analysis	*recognize visual patterns in words	visual generalization	<u>Word Journeys</u>
	W.7.3.7 Use a checklist to monitor expectations in writing	Use a checklist to monitor expectations in writing Application	*use writer's checklist to monitor writing *reflect on quality of writing	checklist rubric expectations	<u>SY W</u> , pg 42, 74, 76, 84, 89 <u>Bringing Words to Life</u> Arkansas Writing Rubric
	W.7.3.9 Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)	Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.) Comprehension	*identify a rubric *discuss the meaning of the components of the rubric *define all components of the Benchmark Arkansas Writing Rubric *use the rubric to identify effective features in writing through class discussion, peer editing, and conferring	rubric precise verbs adjectives peer editing confer	Arkansas Writing Rubric
Essential Question: How can I share my writing with others?					
	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.)	Produce a final copy after editing and proofreading Synthesis	*publish means "going public" *decide how to think about text and communicate through use of conventions, layout, and illustrations	publish convention layout illustrations proof read diagram	SUTW
	W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	Publish 10 pieces throughout the year Synthesis	*produce 10 final drafts to be shared *conduct final, formal editing *produce published piece with final layout, illustrations, and graphics	publish draft edit layout illustrations graphics report	

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.4.3.16 Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres	Select pieces for a writing portfolio that demonstrate success in writing in a variety of genres Evaluation	*use the following stem prompts to select successful pieces: "This is important to me because...", "Something I am proud of..."	stem prompt portfolio genre	
Essential Question: How do I choose when and why to write?					
	W.5.3.1 Write for a specific purpose and audience	Write for a specific purpose and audience Evaluation	*select purpose to entertain, inform, persuade or describe based on who you are writing for	inform entertain persuade describe audience	SUTW
	W.5.3.2 Write to persuade, inform, entertain, and describe	Write to persuade, inform, describe, entertain Synthesis	*write a letter to persuade, a research piece to inform, a story to entertain, and a description of a person, place or thing	entertain persuade inform/"how-to" piece describe	
	W.5.3.3 Write daily	Write daily Application	*write in journal, writer's notebook, learning log, response journal, etc., daily	journal writer's notebook response log learning log	
	W.5.3.10 Write on demand to a specified prompt within a given time frame	Write on demand to a specific prompt within a given time frame Synthesis	*determine topic and audience of prompt *write to address topic and audience within the given time frame, considering the state writing rubric	write on demand prompt time frame rubric	Released Items
Essential Question: How can revising my draft improve my writing? (Writer's Craft)					
	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference Analysis	*revise through peer or teacher conferences for - ideas that flow logically - word choices to strengthen meaning with precise nouns, strong verbs, adjectives - irrelevant details are deleted	revise logically irrelevant	SUTW
	W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	Utilize a revision checklist developed by the class to independently revise writing Application	*revise for language, organization and audience by referring to revision checklist	revision checklist vivid language	GR&W pg 64 (figure 5-11)
	W.7.3.6 Apply new vocabulary and concepts from reading to writing	Apply new vocabulary and concepts from reading to writing Application	*identify relevant vocabulary and transfer it into writing in meaningful context *show understanding of new vocabulary	vocabulary transfer context	Bringing Words to Life- pg 8

Notes	AR Department of Education				
	CONTENT STANDARD/ Student Learning Expectations	Objective	Task Analysis	Essential Vocabulary	Materials/ Resources
	W.7.3.4 Use transition words	Use transition words Application	*locate transition words in familiar reading or in text to create anchor chart *use transition words to create time flow or order in how to text	transition	SUTW
	W.6.3.19 Write legibly in cursive	Write legibly in cursive. Analysis	*construct each letter of the alphabet in cursive form *create words and sentences using cursive writing	cursive	