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About This Book

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.

—COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS, JUNE 2010

This book includes step-by-step instructions for teaching the three forms of writing—Opinion, Informative/Explanatory, and Narrative—covered in the Common Core State Standards (CCSS). The CCSS are a result of a state-led effort to establish a single set of clear educational standards aimed at providing students nationwide with a high-quality education. The standards outline the knowledge and skills that students should achieve during their years in school.

The writing standards are a subset of the Common Core English Language Arts Standards. They provide “a focus for instruction” to help students gain a mastery of a range of skills and applications necessary for writing clear prose. This book is divided into three main sections; each section includes six lessons devoted to one of the writing forms covered in the CCSS for grade 3. You’ll find more about each of these types of writing on pages 6–7.

- **Lessons 1–6** (pages 8–25) focus on the standards for writing opinion pieces.
- **Lessons 7–12** (pages 26–43) emphasize standards particular to informative/explanatory writing.
- **Lessons 13–18** (pages 44–61) address the standards for narrative writing.

Although the CCSS do not specify how to teach any form of writing, the lessons in this book follow the gradual release of responsibility model of instruction: I Do It, We Do It, You Do It (Pearson & Gallagher, 1983). This model provides educators with a framework for releasing responsibility to students in a gradual manner. It recognizes that we learn best when a concept is demonstrated to us; when we have sufficient time to practice it with support; and when we are then given the opportunity to try it on our own. Each phase is equally important, but the chief goal is to teach for independence—the You Do It phase—so that students really learn to take over the skill and apply it in new situations.

Pearson, P. D., & Gallagher, M. C. (1983). “The Instruction of Reading Comprehension.” *Contemporary Educational Psychology*, 8 (3).

A Look at the Lessons

The lessons in each section progress in difficulty and increase in the number of objectives and standards covered. This format enables you to use beginning or later lessons in a section depending on your students' abilities. Each lesson begins with a list of the objectives and standards included. A general reproducible assessment checklist of standards for each writing form appears at the end of the book. (See pages 62–64.)

Here's a look at the features in each lesson.

Lesson Page 1

The first page is the teaching page of each lesson. It provides a step-by-step plan for using the student reproducible on the second lesson page and the On Your Own activity on the third lesson page. The teaching page closely follows the organization of the student reproducibles. This page also models sample text that students might generate when completing page 2 of the lesson. Finally, the teaching page includes an opportunity for students to review their classmates' work using the reproducible assessment checklist customized to the lesson's writing form. Each checklist also reminds students to check for correct punctuation, spelling, and paragraph form.

Lesson Page 2

The second page is a student reproducible, which is the core of the lesson. Students complete this writing frame as you guide them. In most lessons, students use the completed page as the basis for a paragraph they write on a separate sheet of paper.

Although you provide a model for completing this reproducible, you'll want to encourage students to use their own ideas, words, and sentences as much as possible.

Lesson Page 3

The third page is a writing frame for independent work. It follows a format similar to the one students used for the first reproducible. Students choose their topic from the suggested list or use their own idea for the topic. In most lessons, students use the completed page as the basis for a paragraph they write on a separate sheet of paper.

Opinion Writing

Something New

Objectives & Common Core Connections

- * Introduce the topic.
- * Focus on the purpose of opinion writing.
- * State an opinion about the topic.
- * Develop a list of reasons to support the opinion.
- * Write sentences that include reasons for the opinion.

Introduction Provide each student with a copy of the writing frame (page 9). Read the title and first lines. Also draw attention to the illustration. Have volunteers read the captions. Invite students to think of other things they might say about a T-shirt they created. Tell students that they will be writing to persuade other people to share their opinion about it. Explain that an opinion is a point of view or someone's idea about something.

Model Tell students that in an opinion piece writers should introduce the topic. Write the topic in sentence form on the board. For example:

- I designed a new T-shirt.

Invite a volunteer to suggest what the designer's opinion about the T-shirt might be. For example:

- I think this is a terrific T-shirt.

Remind students that they are writing to persuade their readers to agree with them about the T-shirt. Ask: *How do you persuade someone to agree with you?* Help students understand that a writer might give reasons to support an opinion.

For example:

- it's unusual
- it's comfortable
- it's original
- it fits well

Encourage students to come up with other reasons, then talk about the different reasons and how they might be useful in persuading someone to think the T-shirt is cool. Coach students in developing some practice sentences based on the reasons. For example:

- I like the shirt because it's unusual.

Guided Practice Have students complete the writing frame. As an option, you might have them draw their own versions of a new T-shirt and write about that. Instruct them to introduce the topic, state an opinion, focus on the purpose of writing about the topic, and list reasons to support the opinion. Encourage students to use their own words and sentence structure.

Review Invite volunteers to read their finished pages to the class. Have listeners use items 1–5 on the assessment checklist (page 62) to evaluate the effectiveness of other students' work.

Independent Practice Use the On Your Own activity (page 10) as homework or review. Encourage students to use what they learned in the lesson to complete the page. Explain that they can choose a topic from the Idea Box or use their own idea. Provide paper so students can draw a picture of their design before they begin writing about it.

Name _____ Date _____

Something New

Suppose you design a new T-shirt.
You think it's great.
How can you get others to agree with you?

- Introduce the topic.
- Focus on your writing purpose.
- State your opinion.
- List reasons to support your opinion.
- Write some practice sentences.

It's new.



It's different.

It's cool!

Topic _____

Writing Purpose _____

Opinion _____

Supporting Reasons _____

Practice Sentences _____

Name _____ Date _____

On Your Own

Pretend you are a great designer. Choose a design topic from the Idea Box or think of one of your own. Draw a picture of your design. Then, complete this page to persuade others to agree that your design is great.



Idea
Box

☐ New Cereal Box

☐ New Video Game

☐ New Bike

☐ My Idea: _____

Topic _____

Writing Purpose _____

Opinion _____

Supporting Reasons _____

Sentences _____

Informative Writing

Wind at Work

Objectives & Common Core Connections

- * Introduce the topic.
- * Focus on the purpose of informative writing.
- * Develop information about the topic.
- * Group and organize information to make the topic clear.

Introduction Provide each student with a copy of the writing frame (page 27). Read the title and first lines. Also point out the pictures. Discuss the purpose of informative writing. Make sure students understand that the purpose is to inform the reader.

Model You might say: *The pictures show things that the wind can move. That's the topic I will write about. So my introduction might be:*

- The wind can make many things move.

Explain that the next step is to develop information about the topic. Ask: *Would the wind affect all the items in the same way?* Write students' ideas on the board. For example, the wind might:

- roll the tennis ball
- float the feather in the air
- ring the chimes
- bang the shutter
- wave the flag

Explain that a writer organizes or groups information about a topic to make it easier for a reader to understand. Have students suggest how they might group the ways the wind affects the items. For example: In the first group of sentences below, the wind causes different kinds of motion; in the second group, the wind causes movement and sounds.

- The wind moves a tennis ball by making it roll.
- The wind makes a feather float in the air.
- A flag waves when the wind moves it.
- When the wind moves chimes, they ring.
- The wind can move a shutter and cause it to bang.

Guided Practice Have students complete the writing frame. Encourage them to use their own words and sentence structure when they group their ideas.

Review Invite volunteers to read their finished pages to the class. Have listeners use items 1–3 and 6 on the assessment checklist (page 63) to evaluate the effectiveness of other students' work.

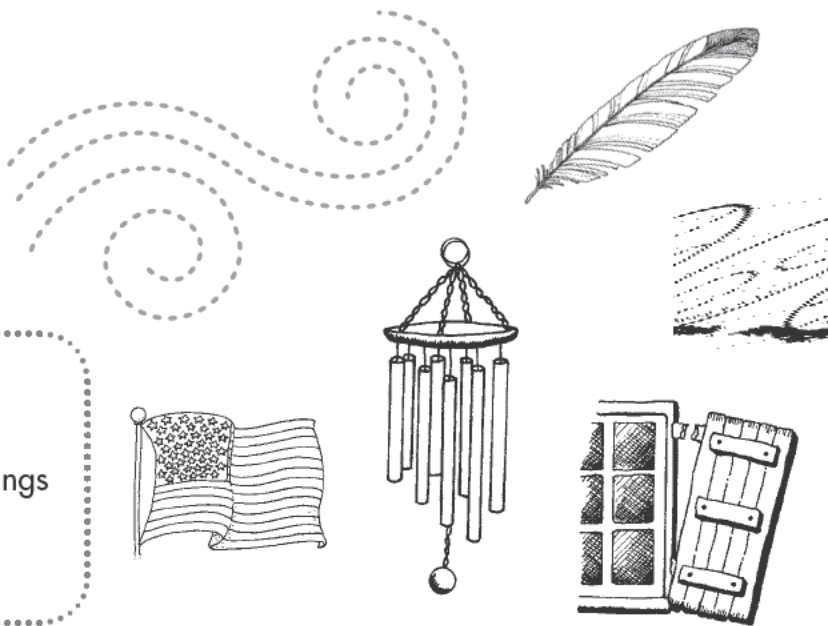
Independent Practice Use the On Your Own activity (page 28) as homework or review. Encourage students to use what they learned in the lesson to complete the page. Explain that they can choose a topic from the Idea Box or use their own idea.

Wind at Work



Here comes the wind!
What can it do to these things?

- Introduce the topic.
- Focus on your writing purpose.
- Tell what the wind can do to the things in the pictures.
- Group the information.



Topic _____

Writing Purpose _____

Information _____

Group the Information


Movement _____

Movement and Sound _____


Name _____ Date _____


On Your Own


Choose a weather topic from the Idea Box or think of one your own. Tell what this kind of weather can do. Complete the page.



Idea Box

☐ Rain


☐ Sun


☐ Snow


☐ My Idea:

Topic _____

Writing Purpose _____

Information _____

Group the Information

First Group _____

Second Group _____

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Student Assessment Checklist

Opinion Writing

1. Introduced the topic. ☐
2. Focused on the writing purpose. ☐
3. Stated an opinion. ☐
4. Developed and presented reasons to support an opinion. ☐
5. Wrote sentences that include reasons for the opinion. ☐
6. Connected the reasons and opinion with linking words. ☐
7. Provided a concluding sentence. ☐
8. Wrote a paragraph that offers an opinion. ☐

More Things to Check

- Capitalized proper nouns. ☐
- Capitalized the first word of sentences. ☐
- Used correct punctuation. ☐
- Spelled words correctly. ☐
- Followed correct paragraph form. ☐