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| **Essential Understandings** | * Effective writers engage in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective writing? * What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively? |
| **Essential Knowledge** | * Writing is developed and organized in a clear and coherent manner. * The writing process involves planning, revising, editing, rewriting, and publishing as well as collaboration. * Grade-level vocabulary, language conventions and mechanics contribute to proficient writing. * Writing is enriched through the use of literary devices and strong vocabulary. |
| **Vocabulary/Content** | * prewriting/planning, editing, revising, publishing, writer’s workshop, conventions (periods, etc.), margins, indent, purpose, audience, word choice, voice, sequence, variety, details, topic sentence, detail sentences, conclusion, transitional words, paragraph |
| **Essential**  **Skills** | * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. * With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. * Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. * Engage effectively in a range of collaborative discussions with diverse partners *on grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. * Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. * Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. * Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking. See Appendix:3BWH |
| **Related**  **Maine Learning Results** | Writing –Grade Three  [.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  [..W.3.5](http://www.corestandards.org/ELA-Literacy/W/3/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  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.  [.W.3.10](http://www.corestandards.org/ELA-Literacy/W/3/10/) 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 – Grade 3   * SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 tops and texts, building on others’ ideas and expressing their own clearly.   1. 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.   2. Follow agreed-upon rules for discussions (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.   3. Ask questions to check understanding of information presented, stay on a topic, and link their comments to the remarks of others.   4. Explain their own ideas and understanding in light of discussion.   SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| **Sample**  **Lessons and Activities** | * Writer’s Workshop Model * Anchor papers (writing exemplars) * Expose to variety of writing assignments/experiences * Peer and teacher conferencing using rubric * Author’s Chair * Use mentor texts |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Common Writing Assessments * Conferencing * Constructed responses * Response journals * On-demand writing/writing to a prompt |
| **Sample**  **Resources** | * Publications:   + *The CAFÉ Book*   + *Daily Five*   + *Teaching Children to Care (The Responsive Classroom)*   + *The First Six Weeks (The Responsive Classroom)* * Videos:   + “Choosing Good Fit Books” |