

Grade 3 Unit Overviews

UNIT 1: INTRODUCING NARRATIVE WRITING

Why This Unit Is Important

This unit introduces narrative writing, using a variety of approaches to help students learn the purpose of narrative text and identify its common features. Students study an exemplar text, see a teacher model how to write a narrative, and write collaboratively and independently. This unit concludes with a multi-lesson activity in which students draw on Unit 1, *Classic Tales: The Wind in the Willows*, to write an alternate ending to “Aladdin and the Wonderful Lamp.”

Pacing Guide

| Writing Studio Unit 1 | Unit 1, <i>Classic Tales: The Wind in the Willows</i> |
|-----------------------|---|
| Lesson 1 | Lesson 7 |
| Lesson 2 | Lesson 8 |
| Lesson 3 | Lesson 9 |
| Lesson 4 | Lesson 10 |
| Lesson 5 | Lesson 11 |
| Lesson 6 | Lesson 12 |
| Lesson 7 | Lesson 13 |
| Lesson 8 | Lesson 14 |

Why This Unit Is Important

This unit introduces opinion writing, using a variety of approaches to help students learn the purpose of opinion text and identify its common features. Students study an exemplar text, see a teacher model how to write an opinion piece, then write several different opinion pieces, culminating in an activity in which they draw on Unit 2 of primary instruction, *Animal Classification*, to write about which animal they would want to work with if they were zookeepers.

Pacing Guide

| Writing Studio Unit 2 | Unit 2, <i>Animal Classification</i> |
|------------------------------|---|
| Lesson 1 | Lesson 8 |
| Lesson 2 | Lesson 9 |
| Lesson 3 | Lesson 10 |
| Lesson 4 | Lesson 11 |
| Lesson 5 | Lesson 12 |
| Lesson 6 | Lesson 13 |
| Lesson 7 | Lesson 14 |
| Lesson 8 | Pausing Point 2 |

Why This Unit Is Important

This unit introduces informative writing, using a variety of approaches to help students learn the purpose of informational text and to identify its common features. Students study an exemplar text, see a teacher model how to write an informative piece, and write several different informational texts, culminating in a small group writing activity in which they draw on Unit 5, *Light and Sound*, to research and craft an informative piece on what causes rainbows.

Pacing Guide

| Writing Studio Unit 3 | Unit 5, <i>Light and Sound</i> |
|------------------------------|---------------------------------------|
| Lesson 1 | Lesson 9 |
| Lesson 2 | Lesson 10 |
| Lesson 3 | Lesson 11 |
| Lesson 4 | Lesson 12 |
| Lesson 5 | Lesson 13 |
| Lesson 6 | Lesson 14 |
| Lesson 7 | Lesson 15 |
| Lesson 8 | Lesson 16 |

Why This Unit Is Important

In the final unit expressly devoted to informative writing, students continue to develop their understanding of and ability to craft informative texts. Using extensive scaffolding, this unit guides students through a review of domain knowledge, then draws on the work they have already done in Unit 7, *Astronomy: Our Solar System and Beyond*. Students use their understanding of this domain to research and craft biographies of people or animals who have traveled in space.

Pacing Guide

| Writing Studio Unit 4 | Unit 7, <i>Astronomy: Our Solar System and Beyond</i> |
|------------------------------|--|
| Lesson 1 | Lesson 8 |
| Lesson 2 | Lesson 9 |
| Lesson 3 | Lesson 10 |
| Lesson 4 | Lesson 11 |
| Lesson 5 | Lesson 12 |
| Lesson 6 | Pausing Point 2 |
| Lesson 7 | Lesson 13 |
| Lesson 8 | Lesson 14 |

Why This Unit Is Important

In this unit, students deepen their understanding of and ability to craft narratives. Students apply the knowledge gained from Unit 8, *Native Americans: Regions and Cultures*, to construct a narrative that teaches others about a community to which the student belongs. Then they revise these narratives into a final product.

Pacing Guide

| Writing Studio Unit 5 | Unit 8, <i>Native Americans: Regions and Cultures</i> |
|------------------------------|--|
| Lesson 1 | Lesson 5 |
| Lesson 2 | Lesson 6 |
| Lesson 3 | Lesson 7 |
| Lesson 4 | Lesson 8 |
| Lesson 5 | Lesson 9 |
| Lesson 6 | Lesson 10 |
| Lesson 7 | Lesson 11 |
| Lesson 8 | Lesson 12 |

Why This Unit Is Important

In the final unit expressly devoted to opinion writing, students continue to develop their understanding of and ability to craft persuasive texts. Using extensive scaffolding, this unit guides students through a review of content knowledge, then draws on the work they have already done in Unit 9. Students use their understanding of early European explorers to craft a persuasive essay discussing whether being an explorer would be a good or bad experience.

Pacing Guide

| Writing Studio Unit 6 | Unit 9, <i>Early Explorations of North America</i> |
|------------------------------|---|
| Lesson 1 | Lesson 6 |
| Lesson 2 | Lesson 7 |
| Lesson 3 | Lesson 8 |
| Lesson 4 | Lesson 9 |
| Lesson 5 | Lesson 10 |
| Lesson 6 | Lesson 11 |
| Lesson 7 | Lesson 12 |
| Lesson 8 | Lesson 13 |

Why This Unit Is Important

Grade 3 Writing Studio culminates in a unit that presents students with an authentic writing opportunity. Students draw on their knowledge of Unit 10, *Colonial America*, and compose a text that will help readers better understand colonial America. Students select one of the three previously studied text types to compose their final piece of writing, which they will finalize in a polished, published form.

Pacing Guide

| Writing Studio Unit 7 | Unit 10, <i>Colonial America</i> |
|------------------------------|---|
| Lesson 1 | Lesson 7 |
| Lesson 2 | Lesson 8 |
| Lesson 3 | Lesson 9 |
| Lesson 4 | Lesson 10 |
| Lesson 5 | Lesson 11 |
| Lesson 6 | Lesson 12 |
| Lesson 7 | Lesson 13 |
| Lesson 8 | Lesson 14 |