

Grade 3

---

# Writing Studio

---

## Scope & Sequence





# Contents

---

Unit 1 <b>Introducing Narrative Writing</b> (Unit 1, <i>Classic Tales: The Wind in the Willows</i> )	1
Unit 2 <b>Introducing Opinion Writing</b> (Unit 2, <i>Animal Classification</i> )	2
Unit 3 <b>Introducing Informative Writing</b> (Unit 5, <i>Light and Sound</i> )	3
Unit 4 <b>Developing Informative Writing</b> (Unit 7, <i>Astronomy: Our Solar System and Beyond</i> )	4
Unit 5 <b>Developing Narrative Writing</b> (Unit 8, <i>Native American Regions and Cultures</i> )	5
Unit 6 <b>Developing Opinion Writing</b> (Unit 9, <i>Early Explorations of North America</i> )	6
Unit 7 <b>Purposeful Writing</b> (Unit 10, <i>Colonial America</i> )	7

---

# Unit 1: Introducing Narrative Writing (8 Days)

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.”

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students write alternate endings to “Aladdin and the Wonderful Lamp, Part I.” <b>[W.3.3]</b>	Write an alternate ending that explains what would have happened if Aladdin had not listened to the magician.	Align to CKLA Grade 3, Unit 1, Lesson 7
<b>Lesson 2</b>	Students identify and describe the purpose and features of a narrative. <b>[W.3.3]</b>	Model: “The Magician’s Quest”	Align to CKLA Grade 3, Unit 1, Lesson 8
<b>Lesson 3</b>	Students collaborate to plan a retelling of a narrative from a different character’s perspective. <b>[W.3.5]</b>	Retell the narrative from another character’s perspective.	Align to CKLA Grade 3, Unit 1, Lesson 9
<b>Lesson 4</b>	Students collaborate to write a retelling of a narrative from a different character’s perspective. <b>[W.3.3]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 1, Lesson 10
<b>Lesson 5</b>	Students generate ideas for an alternate ending for a narrative they have read. <b>[W.3.8]</b>	Write an alternate ending to “Aladdin and the Wonderful Lamp” by imagining what would happen if the magician followed Aladdin and the princess to back to Persia.	Align to CKLA Grade 3, Unit 1, Lesson 11
<b>Lesson 6</b>	Students work collaboratively to plan an alternate ending for a narrative they have read. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 1, Lesson 12
<b>Lesson 7</b>	Students draft an alternate ending for a narrative they have read. <b>[W.3.3, W.3.3a, W.3.3d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 1, Lesson 13
<b>Lesson 8</b>	Students continue drafting the alternate ending for a narrative they have read. <b>[W.3.3, W.3.3b, W.3.3c]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 1, Lesson 14

## Unit 2: Introducing Opinion Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students write an essay that expresses their opinion about the best animal to have as a class pet. <b>[W.3.1]</b>	Write an opinion essay in which you explain which animal would make the best class pet.	Align to CKLA Grade 3, Unit 2, Lesson 8
<b>Lesson 2</b>	Students identify and describe the purpose and components of an opinion text. <b>[W.3.1]</b>	Model: "Afloat in the Amazon"	Align to CKLA Grade 3, Unit 2, Lesson 9
<b>Lesson 3</b>	Students plan an opinion essay about the best job or responsibility to have. <b>[W.3.5]</b>	Write an essay about the best job or responsibility to have.	Align to CKLA Grade 3, Unit 2, Lesson 10
<b>Lesson 4</b>	Students collaborate to compose an opinion essay about the best job or responsibility to have. <b>[W.3.1]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 2, Lesson 11
<b>Lesson 5</b>	Students gather information about an animal species. <b>[W.3.8]</b>	Write an essay that explains what you believe to be the best animal to work with.	Align to CKLA Grade 3, Unit 2, Lesson 12
<b>Lesson 6</b>	Students plan essays about the animal they'd most like to work with as a zookeeper. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 2, Lesson 13
<b>Lesson 7</b>	Students compose an essay about the animal they'd most like to work with as a zookeeper. <b>[W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 2, Lesson 14
<b>Lesson 8</b>	Students revise their opinion essays to try a different organizational structure. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 2, Pausing Point 2

## Unit 3: Introducing Informative Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students compose an informative essay describing how to play a game. <b>[W.3.2]</b>	Think about a game you play with friends or family members and write an informative essay that explains how to play it.	Align to CKLA Grade 3, Unit 5, Lesson 9
<b>Lesson 2</b>	Students identify and describe the purpose and features of an informative essay. <b>[W.3.2]</b>	Model: "Digestion"	Align to CKLA Grade 3, Unit 5, Lesson 10
<b>Lesson 3</b>	Students collaboratively plan an informative essay that describes how vision works. <b>[W.3.5]</b>	Write an essay that describes how vision works.	Align to CKLA Grade 3, Unit 5, Lesson 11
<b>Lesson 4</b>	Students collaborate to draft an informative essay that describes how vision works. <b>[W.3.2]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 5, Lesson 12
<b>Lesson 5</b>	Students research and gather information about how rainbows form. <b>[W.3.7, W.3.8]</b>	Write an informative essay describing at least two different ways to form a rainbow.	Align to CKLA Grade 3, Unit 5, Lesson 13
<b>Lesson 6</b>	Students plan informative essays about how rainbows form. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 5, Lesson 14
<b>Lesson 7</b>	Students compose an informative essay describing at least two different ways to form a rainbow. <b>[W.3.2, W.3.2a, W.3.2b]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 5, Lesson 15
<b>Lesson 8</b>	Students compose an informative essay describing at least two different ways to form a rainbow. <b>[W.3.2, W.3.2c, W.3.2d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 5, Lesson 16

## Unit 4: Developing Informative Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students identify and describe the purpose and features of a biography. <b>[W.3.2]</b>	Model: "Alexander Graham Bell"	Align to CKLA Grade 3, Unit 7, Lesson 8
<b>Lesson 2</b>	Students research and gather information about the subjects of their biographies. <b>[W.3.7]</b>	Write a biography about an animal or person who has traveled into space.	Align to CKLA Grade 3, Unit 7, Lesson 9
<b>Lesson 3</b>	Students conduct additional research about the subjects of their biographies. <b>[W.3.7]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Lesson 10
<b>Lesson 4</b>	Students organize and plan biographies about a person or animal who has traveled to space. <b>[W.3.5, W.3.8]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Lesson 11
<b>Lesson 5</b>	Students compose biographies of a person or animal who has traveled to space. <b>[W.3.2, W.3.2a, W.3.2b]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Lesson 12
<b>Lesson 6</b>	Students add transition words and conclusions to their biographies. <b>[W.3.2, W.3.2c, W.3.2d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Pausing Point 2
<b>Lesson 7</b>	Students select images to illustrate their biographies and compose captions for those images. <b>[W.3.2, W.3.2a]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Lesson 13
<b>Lesson 8</b>	Students use keyboarding techniques to produce a final, publishable copy of their astronaut biographies. <b>[W.3.6]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 7, Lesson 14

# Unit 5: Developing Narrative Writing (8 Days)

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.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students plan narratives explaining a community to which they belong. <b>[W.3.5]</b>	Write a narrative about your community and an object that best represents it.	Align to CKLA Grade 3, Unit 8, Lesson 5
<b>Lesson 2</b>	Students introduce their characters and develop the description of the situation. <b>[W.3.3, W.3.3a]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 6
<b>Lesson 3</b>	Students develop the sequence of events, with inclusion of details and temporal words. <b>[W.3.3, W.3.3b, W.3.3c]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 7
<b>Lesson 4</b>	Students draft conclusions for their narratives. <b>[W.3.3, W.3.3d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 8
<b>Lesson 5</b>	Students share their narratives with peers, offering and receiving feedback. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 9
<b>Lesson 6</b>	Students respond to peer feedback by revising and composing a clean copy of their narratives. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 10
<b>Lesson 7</b>	Students collaborate to plan performing and recording their narratives for an audience. <b>[W.3.5, W.3.6]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 11
<b>Lesson 8</b>	Students collaborate to perform and publish their performances of narratives about a community to which they belong. <b>[W.3.6]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 8, Lesson 12

## Unit 6: Developing Opinion Writing (8 Days)

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.

	<b>Primary Focus</b>	<b>Writing</b>	<b>Recommended Pacing</b>
<b>Lesson 1</b>	Students compose opinion paragraphs about the most important explorer. <b>[W.3.1]</b>	Write an opinion piece about the explorer you feel is the most important.	Align to CKLA Grade 3, Unit 9, Lesson 6
<b>Lesson 2</b>	Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to share the students' opinion on the most important explorer. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 7
<b>Lesson 3</b>	Students gather research for an opinion piece about whether or not they would like to be an explorer. <b>[W.3.8]</b>	Write an opinion piece explaining whether or not you would choose to be an explorer.	Align to CKLA Grade 3, Unit 9, Lesson 8
<b>Lesson 4</b>	Students gather research for an opinion piece about whether or not they would like to be an explorer. <b>[W.3.8]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 9
<b>Lesson 5</b>	Students use an essay map to plan an essay about whether or not they would like to be explorers. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 10
<b>Lesson 6</b>	Students draft opinion pieces about whether or not they would like to be explorers. <b>[W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 11
<b>Lesson 7</b>	Students give feedback on a peer's essay. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 12
<b>Lesson 8</b>	Students revise their essays in response to feedback. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 9, Lesson 13



## Unit 7: Purposeful Writing (8 Days)

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.

	Primary Focus	Writing	Recommended Pacing
<b>Lesson 1</b>	Students review the writing text types and describe which one works best for a specific purpose and audience. <b>[W.3.5]</b>	Describe the characteristics of each text type.	Align to CKLA Grade 3, Unit 10, Lesson 7
<b>Lesson 2</b>	Students determine which text type to use to help readers understand colonial America. <b>[W.3.5]</b>	Choose a text type and audience and write an essay to help someone understand what life was like in colonial America.	Align to CKLA Grade 3, Unit 10, Lesson 8
<b>Lesson 3</b>	Students plan their writing. <b>[W.3.5]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 9
<b>Lesson 4</b>	Students draft introductions to their writing. <b>[W.3.4]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 10
<b>Lesson 5</b>	Students draft body paragraphs of their writing. <b>[W.3.4]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 11
<b>Lesson 6</b>	Students draft conclusions to their writing. <b>[W.3.4]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 12
<b>Lesson 7</b>	Students use keyboarding techniques to produce a final, publishable copy of their writing. <b>[W.3.6]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 13
<b>Lesson 8</b>	Students publish their work. <b>[W.3.6]</b>	Builds on previous lesson.	Align to CKLA Grade 3, Unit 10, Lesson 14