

# TCRWP Unit 1 --3rd Gr: Crafting True Stories

## Big Ideas/Overview:

- Third graders set up a more grown up writing life: It's important to note that the full writing process looks a little bit different in grades 3-8 than it does in K- 2. It will be important to let your writers in on the process. In years' prior, kids' writing process looked like this: kids would choose packets of paper from a stack of paper choices with various numbers of lines on each page. Then students would touch and tell what might be written on each page. After that, they would sketch what might be written on each page. Finally, students would write on each page, and then revise and edit and so on. Students would keep these packets of paper in folders with a green dot side and a red dot side, signifying whether the work was "still working on" or "done." Students could write across several packets in one sitting.
- It helps when teachers stress the importance of generating multiple ideas before selecting one for drafting, and when teachers remind students that drafting is kept to one day, short and sweet, to allow time for revision. Remember that generating and rehearsing happens inside the writing notebook—not packets of paper—while drafting happens outside the writing notebook on loose leaf paper to make revision easier.

## Skills/Standards

	Structure
<b>Overall</b>	I told the story bit by bit.
<b>Lead</b>	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.
<b>Transitions</b>	I told my story in order by using phrases such as <i>a little later</i> and <i>after that</i> .
<b>Ending</b>	I chose the action, talk, or feeling that would make a good ending and worked to write it well.
<b>Organization</b>	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.
	Development
<b>Elaboration</b>	I worked to show what happened to (and in) my characters.
<b>Craft</b>	I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life.
	Language Conventions
<b>Spelling</b>	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.
	I got help from others to check my spelling and punctuation before I wrote my final draft.
<b>Punctuation</b>	I punctuated dialogue correctly with commas and quotation marks.
	While writing, I used punctuation at the end of every sentence.
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

## Charts

**Finding Ideas for True Stories**

- Think of a person who matters to you.
- Think of a place that matters to you.
- List small moments.
- Map small moments.
- Choose one.
- Choose one.
- Write the story.
- Write the story.

**To Write a True Story...**

- Find story ideas that are focused & important to you and write lots of entries.
- Make a mental movie of what happened, telling it in small detail, bit by bit.
- Remember your self-assessments and your goals.
- Rehearse for your writing by storytelling the story repeatedly.
- Try different leads for your story.
- Write a flash draft, writing fast & furious, eyes on the mental movie.
- Revise! Try what other authors have done. Develop the heart of the story.
- Bring out the internal story.

## BEND I Writing Personal Narratives with Independence

*The gist of this bend is that you introduce kids to writing notebooks and help them produce an entry or so a day in school (these tend to range from half a page to a page in length)*

1. Starting the Writing Workshop: Visualizing Possibilities
2. Finding Ideas and Writing Up a Storm
3. Drawing on a Repertoire of Strategies: Writing with Independence
4. Writers Use a Storyteller's Voice. They Tell Stories, Not Summaries
5. Taking Stock: Pausing to Ask, "How Am I Doing?"
6. Editing as We Go: Making Sure Others Can Read Our Writing

## BEND II Becoming a Storyteller on the Page

*Kids will have chosen an entry that they wrote in their writer's notebook during week one. The bend begins with you teaching them ways to rethink that entry so they can rewrite it, this time trying to make it be literature and then on day two of this bend, they flash draft a top-to-bottom new version of the story on draft paper outside of their writer's notebook.*

7. Rehearsing: Storytelling and Leads
8. Writing Discovery Drafts
9. Revising by Studying What Other Authors Have Done
10. Storytellers Develop the Heart of a Story
11. Paragraphing to Support Sequencing, Dialogue, and Elaboration

## BEND III Writing with New Independence on a Second Piece

*Students return to their notebooks, perhaps collecting new entries or returning to old ideas that they now, after working through a first draft, could develop in different ways. By Session 14, you will set your students up to draft a second narrative outside of their notebooks.*

12. Becoming One's Own Captain: Starting a Second Piece, Working with New Independence
13. Revision Happens throughout the Writing Process
14. Drafting: Writing from Inside a Memory
15. Revision: Balancing Kinds of Details
16. Commas and Quotation Marks: Punctuating Dialogue

## BEND IV Fixing Up and Fancying Up Our Best Work: Revision and Editing

*The last bend of the unit is quick—just four sessions—and is devoted to some final revision and editing work for students. At this point students will choose one of their earlier drafts, presumably their best of the two, to revise, edit and publish as their culminating piece for this unit.*

17. Writers Revise in Big, Important Ways
18. Revising Endings: Learning from Published Writing
19. Using Editing Checklists
20. Publishing: A Writing Community Celebrates

# TCRWP Unit 2 --3rd Grade: Art of Information

## Big Ideas/Overview:

- It is important to note that the unit is designed so that students are writing off of topics of personal expertise. Students will do on-the-run research on their topics as part of writing workshop, but they are not expected to spend weeks reading and researching their topic. In this unit, the intention is for kids to choose topics they know inside and out to write about so that they can put all their energy toward shoring up foundational information writing skills.

## Skills/Standards

	Structure
<b>Overall</b>	I taught readers information about a subject. I put in ideas, observations, and questions.
<b>Lead</b>	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.
<b>Transitions</b>	I used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . I also used words to show what didn't fit such as <i>however</i> and <i>but</i> .
<b>Ending</b>	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.
<b>Organization</b>	I grouped my information into parts. Each part was mostly about one thing that connected to my big topic.
	Development
<b>Elaboration</b>	I wrote facts, definitions, details, and observations about my topic and explained some of them.
<b>Craft</b>	I chose expert words to teach readers a lot about the subject. I taught information in a way to interest readers. I may have used drawings, captions, or diagrams.
	Language Conventions
<b>Spelling</b>	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft. I got help from others to check my spelling and punctuation before I wrote my final draft.
<b>Punctuation</b>	I punctuated dialogue correctly, with commas and quotation marks. I put punctuation at the end of every sentence while writing. I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

## Charts

**Information Writers Try Different Structures on for Size**

**Writers Use Informational Writing Skills in Many Genres**

**Boxes and Bullets**  
 • Standard 1  
 • Surprise 1  
 • Surprise 2  
 • Surprise 3

**Causes and Effects**  
 If... then  
 When... then

**Problems and Solutions**  
 • Problem  
 • Solution

**Elaborate in various ways:**  
 • Include a few sentences for each point.  
 • Use a variety of details.  
 • Balance between personal experiences and research.

**Use a logical structure:**  
 • Write a lead that gets attention and introduces the topic.  
 • Group similar information together.  
 • Connect sentences | sections.

**Pros and Cons**

**Compare-and-Contrast**  
 Same: Similar, Opposite, Both  
 Different: Different, Also

**Use language carefully:**  
 • Include vocabulary specific to the topic.  
 • Get the readers' attention by using fancy language or talking directly to them.

**Elaborate like a Pro, Study Mentor Texts as You Go!**

**Use facts AND imagery**  
 FACT: Name the topic

**Include micro-stories that teach**  
 Higher-level thinking: How do you think the author would feel about this? (What do you think?)

**Use transition words to link writing together**  
 Because, Also, Later

**Balance facts and ideas**  
 FACT: Name the topic

**Do research to check facts or to find out more**  
 laptop, computer, pencil, paper, glasses

**Write a powerful introduction**  
 Quote, Start with a question, Start with a fact, Start with a story

**Write a conclusion that leaves readers thinking**

## BEND I Organizing Information

Across the bend, students will go from generating an idea for an information book to trying out lots of ways the book could go and thinking through possible table of contents to beginning to draft their chapters.

1. Teaching Others as a Way to Prime the Pump
2. The Power of Organizing and Reorganizing
3. New Structures Lead to New Thinking
4. Laying the Bricks of Information
5. Organization Matters in Texts Large and Small

## BEND II Reaching to Write Well

Bend II emphasizes drafting and revising, and you'll want to see your writers doing both of these each day. Each day, you'll teach a new strategy that students can use to either strengthen the structure or elaboration within their writing.

Across the bend writers will draft new chapters in their information books and at the same time, they'll also go back and revise the chapters they've already drafted.

6. Studying Mentor Texts in a Search for Elaboration Strategies
7. Making Connections within and across Chapters
8. Balancing Facts and Ideas from the Start
9. Researching Facts and Ensuring Text Accuracy
10. Reusing and Recycling in the Revision Process
11. Creating Introductions through Researching Mentor Authors

## BEND III Moving Toward Publication, Moving Toward Readers

Bend III is designed to guide students toward publishing their writing with their audience in mind. Expect that the majority of your students will enter this bend with their informational books drafted and revisions made to each of their chapters.

12. Taking Stock and Setting Goals
13. Putting Oneself in Readers' Shoes to Clear Up Confusion
14. Using Text Features Makes It Easier for Readers to Learn
15. Fact-Checking through Rapid Research
16. Punctuating with Paragraphs

## BEND IV Transferring Learning from Long Projects to Short Ones

Bend IV is designed to help students transfer what they've learned about how to write informatively to any topic they've been studying in school. Students also learn how to apply what they've learned about writing informational books to lots of different kinds of information writing such as speeches, articles, and brochures.

17. Plan Content-Area Writing, Drawing on Knowledge from Across the Unit
18. Revising from Self-Assessments
19. Crafting Speeches, Articles, or Brochures Using Information Writing Skills
20. Bringing All You Know to Every Project
21. A Final Celebration: Using Knowledge about Nonfiction Writing to Teach Younger Students

# TCRWP Unit 3-- 3rd: Changing the World--Persuasive

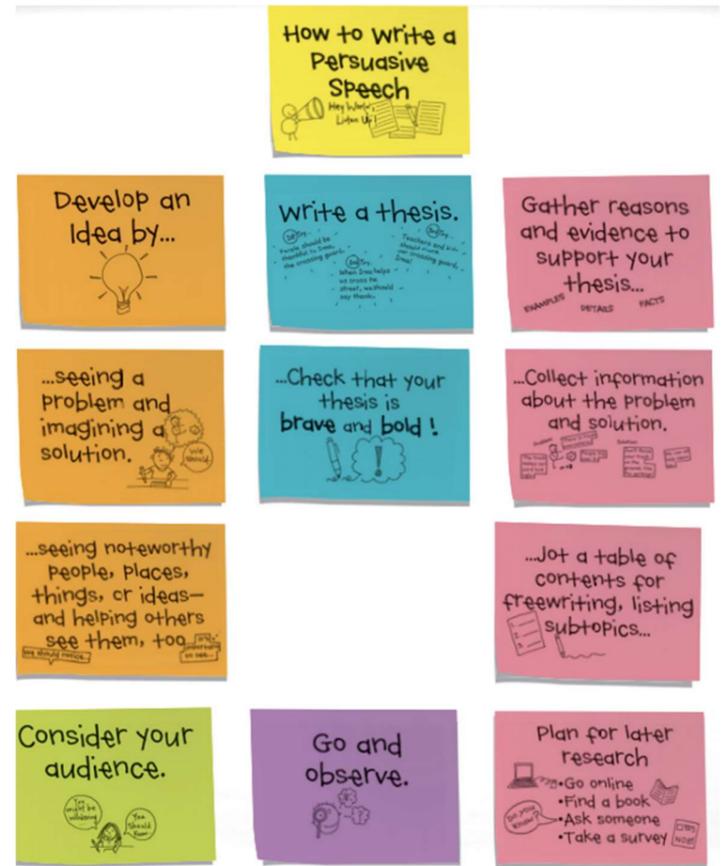
## Big Ideas/Overview:

- In this unit students write to make real world differences. One of the major goals of the unit is to help your students see that their voices matter and that their writing can create change in the world.
- Another major goal of the unit is to support students in learning the foundations of argument writing and the basics of essay structure. The work they learn to do in this unit will be the foundation for all of their upper grade argument writing work.

## Skills/Standards

	Structure
<b>Overall</b>	I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.
<b>Lead</b>	I wrote a beginning in which I not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about my opinion.
<b>Transitions</b>	I connected my ideas and reasons with my examples using words such as <i>for example</i> and <i>because</i> . I connected one reason or example using words such as <i>also</i> and <i>another</i> .
<b>Ending</b>	I worked on an ending, perhaps a thought or comment related to my opinion.
<b>Organization</b>	I wrote several reasons or examples of why readers should agree with my opinion and wrote at least several sentences about each reason.
	I organized my information so that each part of my writing was mostly about one thing.
	Development
<b>Elaboration</b>	I not only named my reasons to support my opinion, but also wrote more about each one.
<b>Craft</b>	I not only told readers to believe me, but also wrote in ways that got them thinking or feeling in certain ways.
	Language Conventions
<b>Spelling</b>	I used what I knew about word families and spelling rules to help me spell and edit.
	I got help from others to check my spelling and punctuation before I wrote my final draft.
<b>Punctuation</b>	I punctuated dialogue correctly with commas and quotation marks.
	While writing, I put punctuation at the end of every sentence.
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

## Charts



## BEND I Launching Work on Persuasive Speeches

*The unit starts with a day of immersion into the genre through a mini bootcamp. Students will work together as a class for this one day to write a shared speech about a local change they want to see and deliver this speech to someone in power at the school. As they do so, they will be guided to organize this writing with reasons and examples, the foundations of essay structure.*

*Following the launch, students will then begin to consider what changes they want to see in the school or surrounding community and write quick, mini persuasive speeches in their notebooks.*

1. Practicing Persuasion
  2. Gathering Brave, Bold Opinions for Persuasive Writing
  3. Drawing on a Repertoire of Strategies for Generating Opinion Writing:
- Writing with Independence
4. Considering Audience to Say More
  5. Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts
  6. Taking Stock and Setting Goals

## BEND II Raising the Level of Persuasive Writing

*In Bend II, students work to develop one lengthier persuasive speech about a change they want to see in the school or surrounding community.*

7. Gathering All You Know about Your Opinion
8. Organizing and Categorizing
9. For Example: Proving by Showing
10. By Considering Audience, Writers Select and Discard Material
11. Paragraphing to Organize Our Drafts
12. Choosing Words that Sound Right and Evoke Emotion
13. Looking Back and Looking Forward

## BEND III From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters

*During Bend III, students will work to develop another piece of opinion writing and this time, that writing might be a persuasive letter, an editorial, a petition. The point is that students will get the opportunity to go through the process again while you work to raise the level of their work.*

14. Inquiry into Petitions
15. Becoming Your Own Job Captain
16. Gathering a Variety of Evidence: Interviews and Surveys
17. Revising Your Introductions and Conclusions to Get Your Audience to Care
18. Taking Stock Again: Goal Setting with More Independence

## BEND IV Cause Groups

*Prior to the start of Bend IV, you'll want to make sure students are in small groups and that each group is devoted to a "cause" (helping the environment; helping animals).*

*Each cause group will need a small, manageable text set of a few articles and a book or two to use to research the cause. Each student will publish a final piece of opinion writing at the end of this bend. This bend pushes students to go through the process again and this time to include evidence from text-based sources.*

19. Tackling a Cause
20. Becoming Informed about a Cause
21. Yesterday's Revisions Become Today's Drafting Strategies
22. Getting Our Writing Ready for Readers
23. Celebrating Activism

# TCRWP Unit 4--3rd : Once Upon a Time- Fairytales

## Big Ideas/Overview:

- In this unit students write adaptations and original fairy tales. One of the major goals of the unit is to teach writers how to craft well-structured narratives.
- Another major goal of the unit is to support writers in using precise language to capture a moment, an image or an emotion. But above all, this unit aims to help writers develop a storyteller's voice.

## Skills/Standards

	Structure
<b>Overall</b>	I told the story bit by bit.
<b>Lead</b>	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.
<b>Transitions</b>	I told my story in order by using phrases such as <i>a little later</i> and <i>after that</i> .
<b>Ending</b>	I chose the action, talk, or feeling that would make a good ending and worked to write it well.
<b>Organization</b>	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.
	Development
<b>Elaboration</b>	I worked to show what happened to (and in) my characters.
<b>Craft</b>	I not only told my story, but also wrote it in ways that got readers to picture what was happening and that brought my story to life.
	Language Conventions
<b>Spelling</b>	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.
	I got help from others to check my spelling and punctuation before I wrote my final draft.
<b>Punctuation</b>	I punctuated dialogue correctly with commas and quotation marks.
	While writing, I used punctuation at the end of every sentence.
	I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.

## Charts

## BEND I Writing in the Footsteps of the Classics

*Students will study mentor texts, rehearse, draft, and revise their own adaptation of a fairy tale. They will choose a fairy tale out of the 2 options you give them. This means that pacing matters a lot. These won't be the best fairy tale adaptations your students could possibly write (they've got bends two and three for that!). Instead, these will be the first fairy tale adaptations they write.*

1. Adapting Classic Tales
2. Writing Story Adaptations that Hold Together
3. Storytelling, Planning, and Drafting Adaptations of Fairy Tales
4. Writers Can Story-Tell and Act Out as They Draft
5. Weaving Narration through Stories
6. Mirror, Mirror on the Wall: Assessment Using Self-Reflection

## BEND II Follow the Path: Adapting Fairy Tales with Independence

*In almost every unit of study there is an opportunity for students to have another go at the previous bend's work, aiming to improve the quality of their writing and to write with greater independence. That's the mission of Bend II. You will invite your writers to craft a second fairy tale adaptation - this time adapting the fairy tale of their choice - applying all they learned in Bend I and working with greater independence.*

7. Goals and Plans Are a Big Deal
8. Telling Stories that Make Readers Shiver
9. Revising Early and Often
10. When Dialogue Swamps Your Draft, Add Actions
11. Painting a Picture with Words: Revising for Language
12. The Long and Short of It: Editing for Sentence Variety

## BEND III Blazing Trails: Writing Original Fairy Tales

*Here, you will give your writers the opportunity to create their own deeply memorable characters who experience troubles and whose stories offer lessons and insights for their readers. Again, your writers will cycle through the writing process. Again, they will rehearse, draft, and revise.*

13. Collecting Ideas for Original Fairy Tales
14. From "This Is a Fairy Tale About" to "Once upon a Time"
15. Tethering Objects to Characters
16. Using Descriptive Language While Drafting
17. Revising the Magic
18. Revising for Readers
19. Editing with an Eye Out for Broken Patterns
20. Happily Ever After: A Fairy Tale Celebration