

THIRD GRADE WRITING  
PACING AND SEQUENCING GUIDE

Recommended Time Frame	Unit of Study	Essential Understandings/Goals of the Unit (teaching into these goals may require multiple minilessons for each understanding in this unit)	Suggested Related Instructional Resources
4 weeks	Establishing the Workshop and a Community of Writers	<ul style="list-style-type: none"> <li>• to establish routine, structures, rituals, expectations</li> <li>• to build a community of writers who work cooperatively and responsibly with others</li> <li>• to familiarize students with various writing tools/materials &amp; how to use them</li> <li>• to generate ideas for writing</li> <li>• to take at least one piece from draft to publishing</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing RoadMap</b></li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• WVDE Teach 21 Strategy Bank</li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Harcourt Trophies Writer's Companion</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the first unit: <i>Launching the Writing Workshop</i>)</li> <li>• <u>Notebook Know-How</u> by Amiee Buchner</li> </ul>
4 weeks	Reading Like Writers	<ul style="list-style-type: none"> <li>• to teach students to notice how things are written (crafted)</li> <li>• to support students with envisioning possibilities for their own writing</li> <li>• to give students some beginning language to comment on what they notice</li> <li>• to notice interesting ways to structure (organize) text</li> <li>• to notice interesting ways writers use language and words</li> <li>• to generate ideas for writing</li> <li>• to take at least one piece from draft to publishing</li> </ul>	<p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins (particularly the unit on <i>Authors As Mentors</i>)</li> <li>• <u>Wondrous Words</u> by Katie Wood Ray</li> <li>• <u>What You Know by Heart</u> by Katie Wood Ray</li> </ul>
6 weeks	<b>Personal Narrative</b>	<ul style="list-style-type: none"> <li>• to immerse students in reading personal narratives and noticing how they are written</li> <li>• to understand the five basic elements of story (character, setting, plot, movement through time, change) and story structure (opening, rise in tension- obstacle &amp; action, turning point, resolution, closing)</li> <li>• to understand that most writing is about everyday things</li> <li>• to generate ideas for writing</li> <li>• to take at least one piece from draft to publishing</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing RoadMap</b></li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• WVDE Teach 21 Strategy Bank</li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Harcourt Trophies Writer's Companion</li> <li>• <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the first cycle/unit on <i>Narrative Writing</i>)</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the unit: <i>Raising the Quality of Narrative Writing</i>)</li> </ul>

1 week	<b>Test Writing</b> (Responding to a prompt that requires students to write a <b>narrative story</b> , using what they learned in the preceding study)	<ul style="list-style-type: none"> <li>• to support students in deconstructing the prompt (What am I being asked to write about ? What elements/features need to be present in this kind of writing?)</li> <li>• to plan for responding to a prompt (two column notes, story-map, story structure diagram, etc.)</li> <li>• to move from planning to drafting</li> <li>• to reread text and revise for clarity and flow</li> <li>• to reread text and edit for mechanics and conventions</li> </ul>	<p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the <i>Test Writing Cycle</i>)</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly any minilessons from the unit on Narrative that you think your students would benefit from revisiting)</li> </ul>
4 weeks	<b>Informational Writing</b> (Feature Article, All About, How-To)	<ul style="list-style-type: none"> <li>• to immerse students in reading and noticing various types of informational writing and how they are written</li> <li>• to notice interesting ways to structure/organize informational text (categories, sequences, related ideas)</li> <li>• to notice interesting ways writers use language and words</li> <li>• to notice interesting ways writers use text tools (headings, table of contents, etc.) in informational texts</li> <li>• to notice interesting ways writers use graphics (captions, diagrams, photos, etc.) in informational texts</li> <li>• to generate ideas for writing about a topic of interest and to gather information to verify the accuracy of the information</li> <li>• to understand that most writing is about everyday things</li> <li>• to take at least one piece from draft to publishing</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing RoadMap</b></li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• <b>techSteps: Project 1 - Is it Fact? Is it Fiction?</b></li> <li>• WVDE Teach 21 Strategy Bank</li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Harcourt Trophies Writer's Companion</li> <li>• <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins (particularly the unit on Nonfiction )</li> </ul>
6 weeks	<b>Descriptive Essay</b>	<ul style="list-style-type: none"> <li>• to immerse students in reading descriptive essays and noticing how they are written</li> <li>• to understand that an essay is a journey of thought about a subject/topic</li> <li>• to understand that an essay is based on a particular view or emotion which is then written as a statement of opinion</li> <li>• to support the statement of opinion with stories, observations, examples</li> <li>• to understand that most writing is about everyday things</li> <li>• to generate ideas for writing</li> <li>• to take at least one piece from draft to publishing</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Writing RoadMap</b></li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• WVDE Teach 21 Strategy Bank</li> <li>• <b>techSteps: Project 2 - Who Am I?</b></li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Harcourt Trophies Writer's Companion</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly the unit: <i>Breathing Life into Essays</i>)</li> </ul>
1 week	<b>Test Writing</b> (Responding to a prompt that requires students to write a <b>descriptive essay</b> , using what they learned in the preceding study)	<ul style="list-style-type: none"> <li>• to support students in deconstructing the prompt (What am I being asked to write about ? What elements/features need to be present in this kind of writing?)</li> <li>• to plan for responding to a prompt (two column notes, webbing, etc.)</li> <li>• to move from planning to drafting</li> <li>• to reread text and revise for clarity and flow</li> <li>• to reread text and edit for mechanics and conventions</li> </ul>	<p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Teaching the Qualities of Writing</u> by Ralph Fletcher and Jo Ann Portalupi (particularly the <i>Test Writing Cycle</i>)</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (particularly any minilessons from the unit on Essay that you think your students would benefit from revisiting)</li> </ul>

2 weeks	Review of the qualities of writing well in: <b>Personal Narrative</b> <b>Descriptive Writing</b>	<ul style="list-style-type: none"> <li>• to support students in writing well in a testing situation by applying what they have learned in the preceding units of study</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Writing RoadMap</li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• WVDE Teach 21 Strategy Bank</li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Harcourt Trophies Writer's Companion</li> </ul>
2 weeks	TEST WINDOW	<ul style="list-style-type: none"> <li>• to summatively assess students' performance in writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WVDE On-Line Writing Assessment</b></li> </ul>
2 weeks	Unit of Study Options: <ul style="list-style-type: none"> <li>• poetry</li> <li>• letter writing</li> <li>• additional units of personal narrative, essay, informational writing</li> </ul>	<ul style="list-style-type: none"> <li>• to expose students to a range of genres and reasons for writing</li> <li>• to provide students additional opportunities to apply what they have learned in preceding units of study</li> </ul>	<p><b><u>Technology Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Writing RoadMap</li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• <b>techSteps: Project 4 - Mini Field Trip (informational)</b></li> <li>• WVDE Teach 21 Strategy Bank</li> </ul> <p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins (particularly the unit on Poetry)</li> <li>• <u>Units of Study for Teaching Writing 3-5</u> by Lucy Calkins (Memoir, Writing Fiction, Literary Essay)</li> </ul>

3 weeks	Revision	<ul style="list-style-type: none"> <li>• to regard revision as a way to improve writing and approach revision with little resistance</li> <li>• to reread previous pieces (published or unpublished) students have written and revise</li> <li>• to support students in self-monitoring for sense</li> <li>• to read work by other authors and notice what these authors have done to make their writing effective</li> <li>• to build a repertoire of possibilities for how and why writers revise: <ul style="list-style-type: none"> <li>○ to highlight the main idea</li> <li>○ to add details, description, dialogue, missing events, etc.</li> <li>○ to delete parts that are redundant, unimportant, unrelated, etc.</li> <li>○ to move text around to improve the sequence and/or clarity</li> </ul> </li> <li>• to develop plans for revision and then initiate revisions with support</li> <li>• to publish at least one piece that has been revised</li> </ul>	<p><b><u>Professional Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> by Lucy Calkins (particularly the unit on <i>The Craft of Revision</i>)</li> <li>• <u>The Revision Toolbox</u> by Georgia Heard</li> <li>• <u>Making Revision Matter</u> by Janet Angellilo</li> </ul>
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References/Resources:

Angellilo, Janet, *Making Revision Matter*, Scholastic, Inc., 2005.  
Buchner, Amiee, *Notebook Know-How*, Stenhouse Publishers, 2005.  
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Ray, Katie Wood, *Wondrous Words*, National Council of Teachers of English, January 1, 1999.  
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