

## G3 Crafting True Stories Unit Learning Targets

### Overarching Standards and Learning Targets

All Sessions ***W.3.3 Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.***

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.***
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.***
- c. Use temporal words and phrases to signal event order.***
- d. Provide a sense of closure.***

We are learning to write narratives about real events (memoir) or imagined events (fictional).

We are looking for writing that includes:

- Introduction and conclusion
- Clear event sequence with transitional words and phrases
- Descriptive details including:
  - Characters' thoughts, words, and actions
  - Specific nouns, adjectives, action verbs and adverbs
  - Dialogue
  - Sensory details

### Additional Session Learning Targets

	Writing	Language (Conventions)	Reading
Session 1  W.3.8	<p><b><i>W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes and sort evidence into provided categories.</i></b></p> <p>We are learning to gather and organize information about a topic.</p> <p>We are looking for ways to gather and organize information by:</p> <ul style="list-style-type: none"> <li>• taking notes- key words and/or short sentences taken from experiences, print or digital sources</li> <li>• categorizing information- grouping similar information together into categories provided</li> </ul>		

<p>Session 4 W.3.4</p>	<p><b><i>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></b></p> <p>We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>		
<p>Session 7 W.3.5 L.3.3.a,b</p>	<p><b><i>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach.</i></b></p> <p>We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p><b><i>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></b></p> <p><b><i>a. Choose words and phrases for effect.*</i></b></p> <p><b><i>b. Recognize and observe differences between the conventions of spoken and written standard English.</i></b></p> <p>We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	

<p>Session 9 W.3.5</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 10 W.3.5</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 11 W.3.4 W.3.5 L.3.2.c</p>	<p>W.3.4 We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul> <p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p><b><i>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></b> <b><i>c. Use commas and quotation marks in dialogue.</i></b></p> <p>We are learning to write with conventions.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• quotation marks around the words a character actually said when writing dialogue</li> <li>• commas when using dialogue</li> </ul>	

<p>Session 12 W.3.5</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 13 W.3.5</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 14 W.3.4 L.3.3.a,b</p>	<p>W.3.4 We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>	<p>L.3.3.a,b We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	
<p>Session 15 W.3.5 L.3.3.a,b</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p>L.3.3.a,b We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	

<p>Session 16 W.3.5 L.3.2.c L.3.3.a,b</p>	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p>L.3.2.c We are learning to write with conventions.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• quotation marks around the words a character actually said when writing dialogue</li> <li>• commas when using dialogue</li> </ul> <p>L.3.3.a,b We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	
<p>Session 17 W.3.5 L.3.3.a,b L.3.1</p>	<p>3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p>L.3.1 <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <p><i>b. Form and use regular and irregular plural nouns.</i></p> <p><i>c. Use abstract nouns (e.g., childhood).</i></p> <p><i>d. Form and use regular and irregular verbs.</i></p> <p><i>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i></p> <p><i>f. Ensure subject-verb and pronoun-antecedent agreement.*</i></p> <p><i>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i></p> <p><i>h. Use coordinating and subordinating conjunctions.</i></p> <p><i>i. Produce simple, compound, and complex sentences.</i></p> <p>We are learning to write and speak using standard English.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• words to name people, places or things (nouns)</li> </ul>	

		<ul style="list-style-type: none"> <li>• words that show action (verbs)</li> <li>• words to more fully describe (adjectives) people, places or things</li> <li>• words to more fully describe action (adverbs)</li> <li>• conjunction words such as <i>and</i>, <i>but</i>, <i>either/or</i>, <i>neither/nor</i> to connect groups of words</li> <li>• words that take the place of nouns (pronouns)</li> <li>• words that match nouns to pronouns</li> <li>• words that use the correct plural form</li> <li>• a variety of shorter and longer sentences</li> </ul> <p>L.3.3.a,b We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	
Session 18 L.3.3.a,b		<p>L.3.3.a,b We are learning to understand that language can be used differently for a particular reason.</p> <p>We are looking for specific words and phrases that help to make our point more clear.</p>	
Session 19 W.3.5 L.3.1.b,d,e,i L.3.2.c,e,f,g	<p>W.3.5 We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p>L.3.1.b,d,e,i (see session 17) We are learning to write and speak using standard English.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• words that show action (verbs)</li> <li>• words that use the correct plural form</li> <li>• a variety of shorter and longer sentences</li> <li>• correct use of simple verb tense</li> </ul> <p><i>L.3.2.c,e,f,g</i> <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>c. Use commas and quotation marks in dialogue.</i> <i>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></p>	

		<p><i>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i></p> <p><i>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</i></p> <p>L.3.2.c,e,f,g We are learning to write with conventions.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• quotation marks around the words a character actually said when writing dialogue</li> <li>• commas when using dialogue</li> <li>• correctly spelled words often used by third grade writers</li> </ul> <p>We are learning to use resources to spell a word correctly.</p> <p>We are looking for the correct spelling by using tools such as:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• word walls</li> <li>• technology</li> </ul>	
<p>Session 20 W.3.5</p>	<p>W.3.5</p> <p>We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

## G3 The Art of Informational Writing Unit Learning Targets

### Overarching Standards and Learning Targets

All Sessions	<p><b>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with facts, definitions, and details.</b></p> <p><b>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</b></p> <p><b>d. Provide a concluding statement or section.</b></p> <p>We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul>
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### Additional Session Learning Targets

	Writing	Language (Conventions)	Reading
Session 1  W.3.2.a,b	<p><b>W.3.2.a,b:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> </ul>		



<p>Session 2</p> <p>W.3.2.a,b</p> <p>W.3.4</p> <p>W.3.5</p>	<p><b>W.3.2.a,b:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> </ul> <p><b><i>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></b></p> <p>We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul> <p><b><i>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach.</i></b></p> <p>We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
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<p>Session 3</p> <p>W.3.2.a,b W.3.4 W.3.10</p>	<p><b>W.3.2.a,b:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> </ul> <p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>		
<p>Session 4</p> <p>W.3.2 W.3.5 W.3.10</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

<p>Session 5</p> <p>W.3.2.a,b</p> <p>W.3.4</p> <p>W.3.5</p>	<p><b>W.3.2.a,b:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> </ul> <p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 6</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

<p>Session 7</p> <p>W.3.2.a,b,c</p> <p>L.3.2.e,f,g</p>	<p><b>W.3.2.a,b,c:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> </ul>	<p><b>L.3.2.e,f,g: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b></p> <p><b>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b></p> <p><b>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</b></p> <p>We are learning to write with conventions.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> <li>• correctly spelled words often used by third grade writers</li> </ul> <p>We are learning to use resources to spell a word correctly.</p> <p>We are looking for the correct spelling by using tools such as:</p> <ul style="list-style-type: none"> <li>• dictionaries</li> <li>• word walls</li> <li>• technology</li> </ul>	
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<p>Session 8</p> <p>W.3.2 W.3.5 L.3.6</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>	<p><b><i>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 (e.g., After dinner that night we went looking for them).</i></b></p> <p>We are learning to build and use vocabulary.</p> <p>We are looking for use of third grade language with topic specific words and phrases.</p>	
<p>Session 9</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

<p>Session 10</p> <p>W.3.2</p> <p>W.3.5</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 11</p> <p>W.3.2.a,d</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a conclusion that ties the piece together</li> </ul>		

<p>Session 12</p> <p>W.3.2</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul>		
<p>Session 13</p> <p>W.3.2</p> <p>W.3.5</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing. We are looking for improvements we've made to our writing based on suggestions from others.</p>		

Session 14

RI.3.5  
RI.3.7

***RI.3.5 Use text features and search tools(e.g., key words, sidebars, hyperlinks)to locate information relevant to a given topic efficiently.***

We are learning to use text features and search tools to locate information.

We are looking for:

- key words—important words related to the topic
- sidebars—a short bit of information alongside a longer story in a publication or online
- hyperlinks—a highlighted word or picture in a document or web page you can click on to go to another place

***RI.3.7 Use information gained from illustrations (e.g., maps, photographs ) and the words in a text to demonstrate understanding of the text(e.g., where, when, why, and how key events occur.)***

We are learning to use information from illustrations and words to understand the text.

We are looking for information from illustrations and words in order to answer where, when, why and how key events happen.



<p>Session 15</p> <p>RI.3.1</p>			<p><b><i>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers.</i></b></p> <p>We are learning to use text evidence to answer questions about a text.</p> <p>We are looking for words, phrases or sentences in the text that we can use to answer questions.</p>
<p>Session 16</p> <p>W.3.5</p> <p>RI.3.8</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing. We are looking for improvements we've made to our writing based on suggestions from others.</p>		<p><b><i>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</i></b></p> <p>We are learning to tell how information is organized in a text.</p> <p>We are looking for text structures:</p> <ul style="list-style-type: none"> <li>• chronological - events in time order</li> <li>• comparisons</li> <li>• cause and effect relationships</li> </ul>

<p>Session 19</p> <p>W.3.2 W.3.4</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>		
<p>Session 20</p> <p>W.3.2 W.3.5</p>	<p><b>W.3.2:</b> We are learning to write an informational piece.</p> <p>We are looking for writing that contains:</p> <ul style="list-style-type: none"> <li>• an introduction</li> <li>• a topic that is developed with facts, definitions and details</li> <li>• related ideas grouped together in paragraphs or sections</li> <li>• words and phrases that link idea within categories (e.g., also, another, and, more, but)</li> <li>• a conclusion that ties the piece together</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

## G3 Changing the World Unit Learning Targets

### Overarching Standards and Learning Targets

All Sessions	<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words or phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol> <p><b>We are learning to write about our opinions.</b></p> <p><b>We are looking for writing that:</b></p> <ul style="list-style-type: none"> <li>• introduces the topic and tells my opinion</li> <li>• gives reasons that support my opinion</li> <li>• uses linking words and phrases</li> <li>• has a conclusion that ties the piece together.</li> </ul>
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### Additional Session Learning Targets

	Writing	Language (Conventions)	Reading
Session 1  W.3.5 W.3.10	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions</p>		
Session 3  W.3.4 W.3.10	<p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>		

<p>Session 4</p> <p>W.3.5</p> <p>W.3.10</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 5</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 6</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 7</p> <p>W.3.7</p> <p>W.3.8</p>	<p><b>W.3.7:</b> We are learning to build knowledge about a topic.</p> <p>We are looking for a research process that includes:</p> <ul style="list-style-type: none"> <li>• asking questions about a topic</li> <li>• searching for and gathering information to help answer those questions</li> </ul> <p><b>W.3.8:</b> We are learning to gather and organize information about a topic.</p> <p>We are looking for ways to gather and organize information by:</p> <ul style="list-style-type: none"> <li>• taking notes- key words and/or short sentences taken from experiences, print or digital sources</li> <li>• categorizing information- grouping similar information together into categories provided</li> </ul>		

<p>Session 8</p> <p>W.3.5</p> <p>W.3.8</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p> <p><b>W.3.8:</b> We are learning to gather and organize information about a topic.</p> <p>We are looking for ways to gather and organize information by:</p> <ul style="list-style-type: none"> <li>• taking notes- key words and/or short sentences taken from experiences, print or digital sources</li> <li>• categorizing information- grouping similar information together into categories provided</li> </ul>		
<p>Session 9</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

<p>Session 10</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 12</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 13</p> <p>W.3.4</p> <p>W.3.6</p>	<p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul> <p><b>W.3.6:</b> We are learning to use technology to write and to communicate with others.</p> <p>We are looking for the:</p> <ul style="list-style-type: none"> <li>• use of technology to produce writing (e.g., keynote, Word, digital images).</li> <li>• use of technology to publish writing(e.g., video, audio, PowerPoint, ShowMe)</li> <li>• ability to interact and collaborate with others</li> </ul>		

<p>Session 14</p> <p>W.3.4</p>	<p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul>		
<p>Session 15</p> <p>W.3.4</p> <p>W.3.5</p>	<p><b>W.3.4:</b> We are learning to adapt our writing for different situations.</p> <p>We are looking for writing that is matched to the:</p> <ul style="list-style-type: none"> <li>• task(letter, response to prompt, answering a question, report, story, assessment)</li> <li>• purpose (inform, explain, persuade, entertain)</li> <li>• audience(another child, adult, friend)</li> </ul> <p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		

<p>Session 16-18</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>		
<p>Session 20-21</p> <p>W.3.5</p> <p>W.3.7</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p> <p><b>W.3.7:</b> We are learning to build knowledge about a topic.</p> <p>We are looking for a research process that includes:</p> <ul style="list-style-type: none"> <li>• asking questions about a topic</li> <li>• searching for and gathering information to help answer those questions</li> </ul>		
<p>Session 22</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p> <p><b>W.3.6:</b> We are learning to use technology to write and to communicate with others.</p> <p>We are looking for the:</p> <ul style="list-style-type: none"> <li>• use of technology to produce writing (e.g., keynote, Word, digital images).</li> <li>• use of technology to publish writing(e.g., video, audio, PowerPoint, ShowMe)</li> <li>• ability to interact and collaborate with others</li> </ul>		



Session 23  W.3.6	<b>W.3.6:</b> We are learning to use technology to write and to communicate with others.  We are looking for the: <ul style="list-style-type: none"><li>• use of technology to produce writing (e.g., keynote, Word, digital images).</li><li>• use of technology to publish writing(e.g., video, audio, PowerPoint, ShowMe)</li><li>• ability to interact and collaborate with others</li></ul>		
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## G3 Once Upon a Time Unit Learning Targets

### Overarching Standards and Learning Targets

<p>All Sessions</p> <p>W.3.3</p> <p>W.3.5</p>	<p>W.3.3 Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>We are learning to write narratives about real events (memoir) or <b>imagined events (fictional)</b>.</p> <p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> <li>• Introduction and conclusion</li> <li>• Clear event sequence with transitional words and phrases</li> <li>• Descriptive details including:             <ul style="list-style-type: none"> <li>➤ Characters' thoughts, words, and actions</li> <li>➤ Specific nouns, adjectives, action verbs and adverbs</li> <li>➤ Dialogue</li> <li>➤ Sensory details</li> </ul> </li> </ul> <p>W.3.5:</p> <p>We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we've made to our writing based on suggestions from others.</p>
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### Additional Session Learning Targets

	Writing	Language (Conventions)	Reading
<p>Session 1</p> <p>W.3.7</p>	<p><b>W.3.7:</b> We are learning to build knowledge about a topic.</p> <p>We are looking for a research process that includes:</p> <ul style="list-style-type: none"> <li>• asking questions about a topic</li> <li>• searching for and gathering information to help answer those questions</li> </ul>		

<p>Session 2</p> <p>W.3.3a</p>	<p><b>W.3.3a</b> We are learning to write narratives about real events (memoir) or <b>imagined events (fictional)</b>.</p> <p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> <li>• Introduction and conclusion</li> </ul>		
<p>Session 3 – 7</p> <p>W.3.3</p>	<p><b>W.3.3</b> We are learning to write narratives about real events (memoir) or <b>imagined events (fictional)</b>.</p> <p>We are looking for writing that includes:</p> <ul style="list-style-type: none"> <li>• Introduction and conclusion</li> <li>• Clear event sequence with transitional words and phrases</li> <li>• Descriptive details including: <ul style="list-style-type: none"> <li>➤ Characters’ thoughts, words, and actions</li> <li>➤ Specific nouns, adjectives, action verbs and adverbs</li> <li>➤ Dialogue</li> <li>➤ Sensory details</li> </ul> </li> </ul>		
<p>Session 8 – 19</p> <p>W.3.5</p>	<p><b>W.3.5:</b> We are learning to use feedback from others to improve our writing.</p> <p>We are looking for improvements we’ve made to our writing based on suggestions from others.</p>		