

## Overview for Grade 3 Unit 1, *Crafting True Stories*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
<b>Bend I: Writing Personal Narratives with Independence</b>				
1	Starting the Writing Workshop: Visualizing Possibilities	Moving Quickly among Writers, Learning Their History and Hopes	Make a Museum and Compile a Sense of What Notebook Writers Do	Capturing Resolve through New Year's Resolutions
2	Finding Ideas and Writing Up a Storm	Moving Quickly among Students, Channeling Them to Keep Writing	Building Stamina for Writing	Admiring Our Writing
3	Drawing on a Repertoire of Strategies: Writing with Independence	Listen in Ways that Help Writers Know They Have Stories to Tell	When You're Done, You've Just Begun	Supporting Problem Solving
4	Writers Use a Storyteller's Voice. They Tell Stories, Not Summaries.	Using Table Compliments to Keep Writers on a Good Trajectory	Writing Stories Bit by Bit	Planning for Effective Writing Partnerships and Sharing Goals
5	Taking Stock: Pausing to Ask, "How Am I Doing?"	Studying a Writer's Growth	Writers Help Themselves Solve Problems	Making Plans for Meeting Goals
6	Editing as We Go: Making Sure Others Can Read Our Writing	Making Spelling Personal and Purposeful	Writers Also Write with Periods and Capitals	Choosing a Seed Idea
<b>BEND II: Becoming a Storyteller on the Page</b>				
7	Rehearsing: Storytelling and Leads	Helping Writers See They Have Stories to Tell and the Language with Which to Tell Them	Storytelling and then Starting to Draft	Trying Leads on for Size
8	Writing Discovery Drafts	Writing with Fluency	Rereading to Build Writing Stamina	A Symphony Share
9	Revising by Studying What Other Authors Have Done	Teaching Children to Read like Writers	"What Do I Want My Readers to Feel?"	Outgrowing Ourselves as Writers
10	Storytellers Develop the Heart of a Story	Getting Children Off to a Strong Start	Inserting Paper to Help Revision	Writing Not Just the External, but the Internal Story, Too
11	Paragraphing to Support Sequencing, Dialogue, and Elaboration	Supporting Sequencing and Elaboration	Point Out to Children That Many of Their Paragraphs Are Tiny, a Signal That Their Texts Are Underdeveloped	Adding More
<b>BEND III: Writing with New Independence on a Second Piece</b>				
12	Becoming One's Own Job Captain: Starting a Second Piece, Working with New Independence	Encouraging Independent Problem Solving	"There's Not One Teacher in This Classroom, But Twenty-Four of You"	Remembering to Carry Forward All We Know
13	Letter to Teachers: Revision Happens throughout the Writing Process			
14	Drafting: Writing from Inside a Memory	Conferring Effectively: Targeted Questions and Planning for Predictable Struggles	Writers Keep an Eye on Deadlines	Setting Goals for Future Writing
15	Letter to Teachers: Revision: Balancing Kinds of Details			
16	Commas and Quotation Marks: Punctuating Dialogue	Supporting the Use of Conventions and Penmanship	Replacing Summarized Conversations with Dialogue	Remembering to Write from Inside the Moment
<b>Bend IV: Fixing Up and Fancying Up Your Best Work: Revision and Editing</b>				
17	Writers Revise in Big, Important Ways	Helping Students Find Meaning in their Stories	Writers Read Their Writing Often and Out Loud	Reflecting on Growth
18	Revising Endings: Learning from Published Writing	Grouping Writers	Checking for Sense	Trying Endings on for Size
19	Using Editing Checklists	Focusing on Tenses and Pronouns	Reading with Writing Partners	Becoming Copy Editors
20	Publishing: A Writing Community Celebrates			