

Overview for Grade 3 Unit 3, *Changing the World: Persuasive Speeches, Petitions, and Editorials*

	Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share
BEND I: Launching Work on Persuasive Speeches				
1	Practicing Persuasion	Voice Over and Coach to Ratchet Up the Level of Student Work		Revise Speeches before Presenting
2	Gathering Brave, Bold Opinions for Persuasive Writing	Help Writers Get Started and Get Going	Writing with Strong, Bold Thesis Statements	Getting Ideas from Others' Best Work
3	Drawing on a Repertoire of Strategies for Generating Opinion Writing: Writing with Independence	Providing Table Compliments and Listening to Help Writers Say More	Aim for Volume	Reading Aloud and Self-Assessment
4	Considering Audience to Say More	Small-Group Work with Partners to Support Addressing One's Audience and Elaboration	Posing Questions for Your Audience	Anticipating Questions Your Audience Might Have
5	Editing as You Go: Making Sure Your Audience Can Always Read Your Drafts	Small-Group Work in Spelling	Writers Use Tools to Spell Well	Sharing Editing Strategies
6	Taking Stock and Setting Goals	Setting Goals and Developing Action Plans with Your Writers	Making Action Plans	Choosing a Seed Idea
Bend II: Raising the Level of Persuasive Writing				
7	Gathering All You Know about Your Opinion	Support Opinions	Gathering Evidence to Get Informed about What We Don't Know	Gathering Information By Observation
8	Organizing and Categorizing	Anticipating Predictable Problems	Making a Plan to Gather Missing Evidence	Organizing Evidence for Our Topics
9	For Example: Proving by Showing	Helping Students Check Evidence	Listening to Evidence to Determine if It Exactly Matches the Opinion and Reason	Handling Shifts in Time—and Tense—While Writing
10	By Considering Audience, Writers Select and Discard Material	Using Mirror-Writing in Small-Group Work and Conferences	Keeping the Change You Want in Mind as You Write	Preparing and Organizing for Drafting
11	Paragraphing to Organize Our Drafts	Use Voiceovers to Rally Kids to Write up a Storm	Transferring and Applying All We Know as We Write	Creating Cohesion through Transition Words
12	Choosing Words that Sound Right and Evoke Emotion	Keeping the Audience's Thoughts and Responses in Mind	Learning from Other Writers	Packing an Emotional Punch
13	Letter to Teachers: Looking Back and Looking Forward: Assessing and Preparing for Mini-Publication			
BEND III: From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters				
14	Inquiry into Petitions	Analyzing Mentor Texts to See Possibilities for Structure		Celebrating Favorite Parts
15	Becoming Your Own Job Captain	Supporting Independence	Being Our Own Problem Solvers	Supporting Claims with Evidence
16	Letter to Teachers: Gathering a Variety of Evidence: Interviews and Surveys			
17	Revising Your Introductions and Conclusions to Get Your Audience to Care	Help Writers Spring into Action	Remind Yourself of Goals	Writing Conclusions
18	Taking Stock Again: Goal Setting with More Independence	Keeping Writers Focused on Their Goals as They Work	Use Voiceovers so as Not to Stop Momentum	Carrying Revision across Pieces of Writing
BEND IV: Cause Groups				
19	Tackling a Cause	Using Student Work in Conferences	Helping Group Members Work Toward Their Personal Goals	Discussing and Designing Proposals
20	Becoming Informed about a Cause	Tackling Predictable Problems	Using Domain-Specific Words	Capturing Research Knowledge
21	Letter to Teachers: Yesterday's Revisions Become Today's Drafting Strategies			
22	Getting Our Writing Ready for Readers	Partnership Work to Support Revision	Using Partners to Help Proofread	Publishing Your Opinion Pieces
23	Letter to Teachers: Celebrating Activism			