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Common Core State Standards

Project–Based Writing, Grade 3 gives students and teachers the necessary resources and ideas needed in the process of creating project-based writing units in the classroom. During each step of this process, students will engage in activities that meet one or more of the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about the Common Core State Standards, go to *http://www.corestandards.org/* or visit *http://www.teachercreated.com/standards*.

Informational Text Standards

Key Ideas and Details

ELA.RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELA.RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELA.RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

ELA.RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

ELA.RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

ELA.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).

ELA.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).

ELA.RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

ELA.RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills Standards

Phonics and Word Recognition

ELA.RF.3.3. Know and apply grade-level phonics and word-analysis skills in decoding words.

Fluency

ELA.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

Common Core State Standards *(cont.)*

Writing Standards
Text Types and Purposes
ELA.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **ELA.W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **ELA.W.3.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing
ELA.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **ELA.W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **ELA.W.3.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge
ELA.W.3.7. Conduct short research projects that build knowledge about a topic. **ELA.W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **ELA.W.3.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
ELA.W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards
Comprehension and Collaboration
ELA.SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
Presentation of Knowledge and Ideas
ELA.SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **ELA.SL.3.5.** Add visual displays when appropriate to emphasize or enhance certain facts or details.

Waking Up Your Words

> **Project-Based Writing Connection:** Appeal to your readers' senses when you write. This will liven up your writing and keep your readers interested.

Sometimes you just need to wake up your writing and help it come alive. What if you can really make your readers see and feel what you are trying to say? That would be better than just telling them something.

For example, you could write a plain sentence like . . .

❖ I waited for the dentist.

Or, you could help your readers feel as if they're right there with you:

❖ As I waited for the dentist, my forehead dripped with sweat. When the nurse called my name, I swallowed with a loud "Gulp!"

One trick this last sentence uses is that it appeals to the senses. Here are the senses:

- sound
- sight
- smell

- taste
- touch
- feeling (like with your heart)

Directions: Take a plain sentence and make it interesting. Appeal to the senses. Here is the sentence to begin with: **I don't like broccoli**. The first one has been done for you.

1. Rewrite the sentence using **smell**. _I hate broccoli because it smells like rotten_

    garbage left out in the sun.

2. Rewrite the sentence using **sight**. _____

    _____

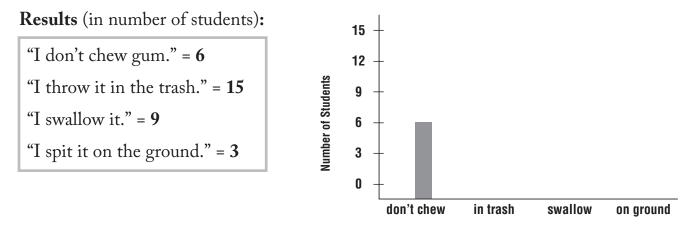3. Rewrite the sentence using **taste**. _____

    _____

4. Rewrite the sentence using **touch**. _____

    _____

Two Kinds of Graphs

Have you heard the saying "A picture is worth a thousand words"? An image can often convince a reader more than only words would. Graphs give a great way to do just that. Two of the most common are the bar graph and the pie chart.
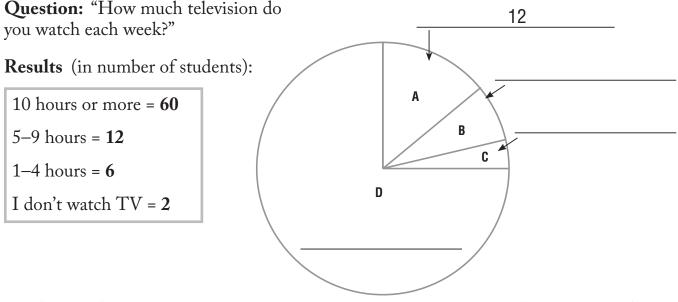
A *bar graph* uses rectangular bars to show the values of the things they represent. Bar graphs are great for showing the difference between values. For example, look at the data given for a project on gum chewing. Use the results to fill in the bars on the graph below. The first bar has been done for you.

Question: "What do you do with gum when you're done chewing?"

Results (in number of students)**:**

"I don't chew gum." = **6**

"I throw it in the trash." = **15**

"I swallow it." = **9**

"I spit it on the ground." = **3**

A *pie chart* is in the shape of a circle that is divided into sections. Pie charts are great for showing big differences when your data is far apart.

For example, look at the results of a TV poll and use them to label the sections of a pie chart. The first one has been done for you.
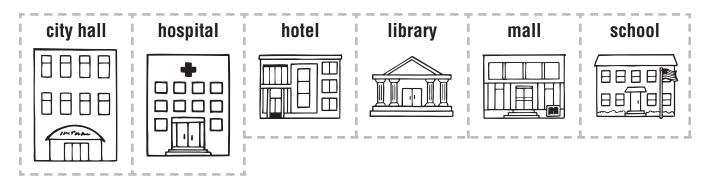
Question: "How much television do you watch each week?"

Results (in number of students):

10 hours or more = **60**

5–9 hours = **12**

1–4 hours = **6**

I don't watch TV = **2**

Put Your City on the Map *(cont.)*

In many cities, the buildings are laid out in a grid. What this means is that the streets run parallel and perpendicular to each other.

❖ Parallel lines travel in the same direction and never intersect.

❖ Perpendicular lines intersect, forming square corners.

Directions: Think about the city you are creating. Fill in the grid below with a neighborhood. Cut out the buildings at the bottom of the page and place them on the map. Also, name the streets so you can give directions to any visitor to your city.

city hall   **hospital**   **hotel**   **library**   **mall**   **school**

Additional Activity: On a separate sheet of paper, write step-by-step directions guiding a visitor to the local library from the hotel.

Making Class Goals

What subjects do students take at your school? What are the objectives that a student must learn? An objective is like a goal. This is an important part of any school.

For example, here is a short list of objectives for a 3rd-grade writing class:

Students will learn to

- ❖ *write clear and understandable sentences*
- ❖ *write about a main idea*
- ❖ *participate in the writing process (prewriting, rough drafting, revising, editing, final drafting, and presenting)*

Directions: Look at the following list of subjects. Think about what students should learn in these classes. Create a short list of objectives (at least two) for each subject being offered at your school. For the last one, choose a subject that isn't listed.
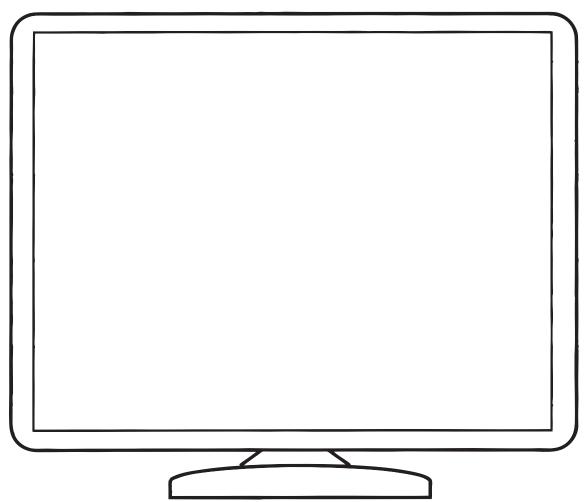
Reading   _____

          _____

Math   _____

          _____

Science   _____

          _____

Social Studies   _____

          _____

P.E.   _____

          _____

_____   _____
(your choice)

          _____

www.Your_School

A website is the ultimate multi-genre project because it includes text and visuals. A school website is important because it give parents, students, and visitors an idea of what the school has to offer.

Directions: In the following activity, you are going to create a homepage for your imaginary school's website. You may want to begin by examining your own real school's website and seeing the elements that it has already. Think about what you like or what you would change. Once you've made those decisions, you need to create a rough-draft sketch of what your homepage should look like.

Be sure to include a banner, which usually runs along the top of a web page. A banner might include the name of your school, your school's motto, and a visual that represents your school. It is often the first thing that catches the eye of someone who is seeing your website.

21st-Century Connection: With parents' or teacher's permission, you can go online and easily create a free website using *www.weebly.com*.