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Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
Day 1 Real Narrative +Nouns, pronouns, verbs, adjectives, and adverbs +Use abstract nouns -Write narratives	L.3.1a L.3.1c	W.3.3	Student Video: Show This First – Narrative Writing (video length: 14:15) Adjectives are Awesome Color Word Bank Student Writing Sample: <i>Pyrite Possession</i> <i>The Storm</i> writing prompt
Day 2 Real Narrative -Write narratives -Conventions of capitalization, punctuation, and spelling		W.3.3 L.3.2	Types of Adverbs Types of Adverbs (answer key)
Day 3 Real Narrative +Use commas and quotation marks in dialogue -Use dialogue and description	L.3.2c	W.3.3b	Demo Video: Dialogue=Detail <i>An Adventure in Africa</i> http://www.readworks.org/passages/adventure-africa Dialogue=Detail

Day 4 Real Narrative -Establish a situation, characters, and an event sequence -Use dialogue and description -Use commas and quotation marks in dialogue		W.3.3a W.3.3b L.3.2c	<i>Actions and Reactions...</i> You Said It, Now What?
Day 5 Real Narrative -Establish a situation, characters, and an event sequence -Use temporal words		W.3.3a W.3.3c	Linking/Transition Words and Phrases Student Writing Sample: <i>Shelf Elf Award</i> Advanced Preparation: Make a small paper chain to display during the Anticipatory Set. You will, also, need 3 strips of paper for the teacher to model making a chain during the Anticipatory Set, and 4 sentence strips for each student.
Day 6 Real Narrative -Establish a situation, characters, and an event sequence -Use dialogue and description -Choose words and phrases for effect		W.3.3a W.3.3c L.3.3a	What is Voice? Moody Emotions Excerpts of Strong, In-Between, and Weak Voice Student Writing Sample: Kortni's <i>Cherished Pin</i> Student Writing Sample: Austin's <i>My Special Item</i>
Day 7 Real Narrative -Establish a situation, characters, and an event sequence -Strengthen writing with planning, revising, and editing -Use coordinating and subordinating conjunctions		W.3.3a W.3.5 L.3.1h	Student Writing Sample: Alvin's <i>Guitar</i> SES Planning Sheet

Day 8 Real Narrative -Establish a situation, characters, and an event sequence -Strengthen writing with planning, revising, and editing -Provide a sense of closure		W.3.3a W.3.5 W.3.3d	Advanced Preparation: You will need to be ready to tell the students a memory of your own and be ready to add an emotional ending. Writing Prompt: Special Object
Day 9 Real Narrative -Establish a situation, characters, and an event sequence -Strengthen writing with planning, revising, and editing		W.3.3a W.3.5	Advanced Preparation: Select a book to read to the class that exemplifies one of the types of beginnings introduced in this lesson. (Most books by Cynthia Rylant or Mem Fox will work nicely for this activity.) How to Bait a Reader The Bait Sort Beginning Sentence Strips
Day 10 Real Narrative -Establish a situation, characters, and an event sequence -Provide a sense of closure		W.3.3a W.3.3d	Advanced Preparation: : Teacher selected book of a favorite ending to read aloud (<i>When Lightning Comes in a Jar</i> by Patricia Polacco or <i>Comet's Nine Lives</i> by Jan Brett would both work nicely for this activity.) Catchy Closures
Day 11 Real Narrative -Strengthen writing with planning, revising, and editing		W.3.5	Demo Video: Scoring with a Rubric Rubric 6 Traits Pizza poster Student Writing Sample: Erik's <i>My Mighty Bean</i> to display Student Writing Sample: Valerie's <i>Beanie Babies</i> Advanced Preparation: Have your personal narrative ready to share with your class on Day 12.

Day 12 Real Narrative -Establish a situation, characters, and an event sequence -Strengthen writing with planning, revising, and editing		W.3.3a W.3.5	Review Focus Skills
Day 13 Real Narrative --Strengthen writing with planning, revising, and editing		W.3.5	Reflections on my Writing
Day 14 Real Narrative -Establish a situation, characters, and an event sequence -Use dialogue and description -Use temporal words -Nouns, pronouns, verbs, adjectives, and adverbs -Form and use the simple verb tenses -Ensure subject-verb agreement and pronoun-antecedent -Use coordinating and subordinating conjunction -Produce simple, compound, and complex sentence -Choose words and phrases for effect		W.3.3a W.3.3b W.3.3c L.3.1a L.3.1e L.3.1f L.3.1h L.3.1i L.3.3a	Revising – poster Student Writing Sample: <i>Puppy Surprise</i>

<p>Day 15 Real Narrative -Strengthen writing with planning, revising, and editing -Conventions of Standard English capitalization, punctuation, and spelling -Use conventional spelling and add suffixes to base words -Use spelling patterns and generalizations -Consult reference materials to check spelling</p>		<p>W.3.5 *L.3.2 *L.3.2e *L.3.2f *L.3.2g</p>	<p>Editing poster Third Grade Editing Checklist</p>
<p>Day 16 Real Narrative: Response to Text + Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers + Read and comprehend literature at the high end of grades 2-3 -Write over extended time frames and shorter time frames -Choose words and phrases for effect</p>	<p>RL.3.1 RL.3.10</p>	<p>W.3.10</p>	<p>Reasons to Reread Talking Back to Books <i>The English Bulldog</i> (article)</p>

<p>Day 17 Real Narrative: Response to Text -Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers -Read and comprehend literature at the high end of grades 2-3 -Write over extended time frames and shorter time frames -Choose words and phrases for effect</p>		<p>RL.3.1 RL.3.10 W.3.10</p>	<p>Cowboy (photo) <i>A Tight Spot</i> Off to the RACES</p>
<p>Day 18 Real Narrative: Response to Text +Distinguish their own point of view from the narrator's or the characters' +Produce writing appropriate to task and purpose -Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers -Write over extended time frames and shorter time frames -Choose words and phrases for effect</p>	<p>RL.3.6 W.3.4</p>	<p>RL.3.1 W.3.10</p>	<p>Student Writing Sample: Drea's Response</p>

Day 19 Real Narrative: Response to Text -Produce writing appropriate to task and purpose -Write over extended time frames and shorter time frames -Write over extended time frames and shorter time frames -Choose words and phrases for effect		W.3.4 W.3.5 W.3.10	Response Writing Checklist Short Response Rubric
Day 20 & 21 Real Narrative: Response to Text +Describe characters in a story -Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers -Read and comprehend literature at the high end of grades 2-3 -Produce writing appropriate to task and purpose -Develop and strengthen writing by planning, revising, and editing -Write over extended time frames and shorter time frames	RL.3.3	RL.3.1 RL.3.10 W.3.4 W.3.5 W.3.10	<u>The Boxcar Children</u> <u>Adventure in the Woods</u>

*Students will have exposure to this standard today and will apply it in later WriteSteps lessons.