

Writing Units of Study

Grade 3

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How To Use the Curricular Resources

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

Components of Balanced Literacy

Component	Description	Teacher's Role	Students' Role
Interactive Read Aloud and Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies	Teacher 1) models comprehension strategies and 2) prompts students to practice the strategies (often with a partner)	Students 1) listen and observe and 2) practice a comprehension strategy in writing or by discussing it with a partner
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)	Teacher 1) models strategies for comprehension, fluency, or word work and 2) asks students to join in on the work and practice the strategies	Students 1) observe and follow along and 2) practice the strategies in writing or by discussing it with a partner
Reading & Writing Workshop	A brief 7-10-minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.	Teacher 1) does a mini lesson and teaches an explicit strategy, 2) has conferences with individual students and small groups, and 3) leads a share and conclusion at the end.	Students 1) listen during the minilesson, 2) actively practice strategies in their independent or partner reading and writing, and 3) teach their classmates by sharing at the end or having discussions.
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work	Teacher guides instruction by co-selecting words to study and leading inquiries so students begin to understand the generalization and meaning of words.	Students often choose words, participate in inquiries about them, and form their own generalizations and meanings. They also discuss them with peers and transfer to reading and writing.
Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus,	The teacher leads the discussion by asking for help from the students but then lets them talk and writes what they say.	Students generate the content of the writing through discussion and watch the teacher compose it on the page.

	elaboration, conventions).		
Book Clubs (done during reading workshop)	A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.	Teacher supports the students' skills in reading deeply, writing to prepare for discussions, and then coaches groups as they discuss. The teacher supports conversational skills here as well.	Students 1) read a section, 2) prepare for a conversation, 3) participate in a conversation, and 4) often do some writing about their new thinking.
Strategy Lesson (Reading and Writing)	During the workshop the teacher gathers a small group of students who may or may not be at the same level but all do need the same strategy. The teachers do a small group mini lesson with just the students that need it.	Teacher demonstrates a strategy and then coaches students to try it.	Students observe the strategy and then try it in their own texts with coaching support.

Common Writing Language and Terminology

Claim: the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

Conference: Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

Evidence: Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

Immersion: During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

Interactive Writing: The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

Mentor Text: A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

Mini lesson: A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

Modeled Writing: The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.

Shared Writing: The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

Shared Reading: The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

Text Features: Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

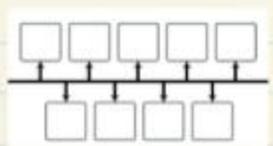
Text Structure: The choices an author makes about how to organize information for the reader based on their purpose for writing

Text Types:

<u>Informational:</u>	<u>Opinion/ Argument:</u>	<u>Narrative:</u>
<ul style="list-style-type: none">• presents information or explains ideas and concepts• organized by category• goal is to be a teacher to others	<ul style="list-style-type: none">• presents a side, stance, or claim• provides evidence to support that claim or refute the counter argument• organized by supports and reasoning• goal is to prove a	<ul style="list-style-type: none">• recounts a story (true or fictional)• organized by a series of events• goal is to engage the reader in the journey of the characters

Topic
Category
• detail
• detail
• detail
Category
• detail
• detail
• detail

Claim
Support A
Support B
Support C



Theme: the lessons or messages readers interpret in an experience or text

Thesis Statement: this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

Writing Process:

Kinder-Grade 2 Process

Primary PROCESS: (using writing folders)

- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts “Better” and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

Grades 3-8 Process

UPPER GRADE PROCESS (using writing notebooks)

- ★ Generate Ideas
- ★ Collect Entries
- ★ Make Entries “Better” and Try Out New Strategies
- ★ Choose and Plan for the Draft
- ★ Draft (out of the notebook)
- ★ Revise
- ★ Edit
- ★ Publish

Writing Workshop: A brief 7-10-minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.

Writing Units at a Glance

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
K	We Are All Writers (Personal Narrative)	Sharing Our Opinions	How To (Informational)	Small Moment Stories (Narrative)	All About Books (Informational)	
1	Focused Personal Narrative (Narrative)	How To (Informational)	Author Study/Book Review (Opinion)	Realistic Fiction (Narrative)	All About (Informational)	
2	Family Stories (Narrative)	Persuasive Letters (Opinion)	Question & Answer Books (Informational)	Realistic Fiction (Narrative)	Biography (informational)	
3	Creating a Culture of Learning (Launching)	Small Moments (Narrative)	Show Off Your Expertise (Informational)	Reviews (Opinion)	Character Essays (Opinion)	Fairytales (Narrative)
4	Leading an Independent Writing Life (Launching)	Realistic Fiction Picture Books (Narrative)	Articles (Informational)	Literary Essay (Opinion)	Perspective Short Stories (Narrative)	Advertisements (Persuasive)
5	Who Are We as Writers? (Launching)	Fanfiction (Narrative)	Literary Essay (Opinion)	Presentation & Handout (Informational)	Persuasive Letters (Opinion)	Tall Tales (Narrative)
6	Defining Yourself As a Writer (Launching)	Ted Talks (Informational)	Antagonists on Trial (Argument)	Historical Fiction (Narrative)		
7	Photojournalism (Informational)	Mystery (Narrative)	Proposals: Research Paper (Argument)			
8	Writing on a Digital Platform (Informational)	Dystopian Fiction (Narrative)	Research Paper (Argument)			

Course Description

The 4rd grade writing curriculum is aligned with the New Jersey Student Learning Standards and following the Writer’s Workshop model in order to present instruction. Students focus on further developing their personal writing identity and expanding their skills across six units of study. Students will navigate through the writing process by brainstorming ideas, selecting from those ideas and creating quick writes on a variety of different ideas throughout each unit. Students will then focus on including elements of the frequent mini lessons into their writing pieces. Students will edit their work with a focus on adding to the skills they learned in third grade in order to build on their knowledge. Their final pieces will be published at the end of each unit.

Writers Workshop Curriculum Overview Grade 3

Timeframe	Units
Unit 1: September	Launch: Creating a Culture of Learning
Unit 2: October	Personal Narrative
Unit 3: November- December	Informational
Unit 4: January-Feb	Opinion- Reviews
Unit 5: Mar- April	Character Essay
Unit 6: May-June	Fractured Fairytales

Pre-Requisite
2nd Grade Writing

Grade 3 Unit 1

Content Area: ELA - Writing

Unit Title: Create a Culture of Learning

Grade Level: 3

Unit Summary:

This unit provides students with an introduction to learning in the writing classroom using workshop style. It helps students to develop a sense of their identity and see how who they are and what they value is honored within the writing classroom.

Interdisciplinary Connections:

6.1.4.C.2 Distinguish between needs and wants and explain how **scarcity** and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

21st Century Themes and Skills:

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Educational Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

Learning Targets

NJ Learning Standards

CPI#	Statement
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<p>Essential Questions: How do we lead an independent writing life?</p>	<p>Unit Enduring Understandings: Writers recognize successes and set goals for improvement in order to celebrate the process rather than focusing on their destination.</p>
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Differentiate between being an independent writer and writing independently ● Develop a growth mindset toward their writing and learn to celebrate their struggles ● Create a writer’s notebook with purpose and intention ● Understand how to be active members of a writing community ● Identify who they are as writers and who they want to become 	

Formative Assessments:

- conferences with writers
- examining student notebook entries and letter drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self-assessment

Summative/Benchmark Assessment(s):

-final project

Alternate Assessment(s):

-WeVideo creation about conferences

-Flip Grid

-Oral assessment

Modifications:

- **Special Education/504 writers**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

- **English Language Learners**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- **At-Risk writers**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

- **Gifted and Talented writers**

- Provide extension activities
- Build on writers' intrinsic motivations
- Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Day	Suggested Teaching Points	Teaching Ideas , Tips, Resources & Materials
1	Getting to know you <i>Value: Partnership collaboration</i> Working with all different kinds of people. Find something good in every person. Our initial impressions aren't always what they seem. Be honest	Read <u>I'm Here</u> by Peter Reynolds

	with yourself.	
2	<p>Developing our writing community</p> <p><i>Writers have a space in the classroom where they keep their tools. Work with a partner to decide on what tools do you think you will need?</i></p> <p>What does your ideal writing space look like?</p>	<p>Consider both your own writing environment and the environment for our classroom</p> <p>Split paper and design the classroom and your place. Space for classroom</p>
3	<p>Notebooks!</p> <p>Writers have so many ideas that they need to keep them in one spot in a notebook. Writers decorate their notebook with pictures of their notebook.</p>	<p>Decorate notebooks</p> <p>Share: pick a photo to share with the class</p>
4	<p>Notebooks!</p> <p>Develop an understanding of the purpose of our notebooks.</p> <p>What might we keep in our notebook? How might we use it? What do you remember seeing inside the notebook?</p> <p>Finish personalizing.</p>	<p>Fold pages and make sections. Invite students opinions first about what sections we should have?</p> <p><u>Sections:</u> (Writing Process)</p> <ol style="list-style-type: none"> 1. Generating Ideas 2. Collecting Entries (“writing up a storm” lots of writing) 3. Drafting & Developing (choose one to develop, create a plan) 4. Reflections 5. Vocabulary & Grammar (In folder?)
5	<p>Mindset</p> <p>Instead of “I can’t do it...” try “I can’t do it yet...” *Discuss the power of “yet”</p> <p>Mindset Video Clips</p>	<p>READ ALOUD:</p> <p><u>The Most Magnificent Thing</u> by Ashley Spires</p>

	<p>Immersion Conferences</p> <p>Reflection: As a writer, I'm excited to write about... I'm nervous to write about... How can I show a growth mindset in my writing? How can I turn my can't into can not yet.</p>	
6	<p><i>"Writers let's think about our anticipated struggles. What might be difficult in writing?"</i> Generate a list and partner up to provide solutions.</p>	<p>Perseverance Video Clips</p> <p>Tie in perseverance video clips</p> <p>Share: Chart solutions to struggles.</p> <p>Perseverance- "Writers, sometimes when we feel stuck, we need to problem solve to figure out what our next writing move is."</p> <p>Books About Perseverance</p> <p>READ ALOUD: <u>Ish</u>- Peter Reynolds</p>
7	<p>Writers today we are going to talk about partnerships. (sprinkle, dash, How much do you need of each?</p> <p>Ingredients of a great partnership.</p> <ul style="list-style-type: none"> *Listening *Flexible *Patient *Hardworking *Respond productively 	<p>Introduce the sailor quote. - "A sailor will never be great on smooth water." (images to support)</p> <p>READ ALOUD: <u>Enemy Pie</u> by Derek Munson</p>

	Writers, how can we support each other as writers to make our writing workshop feel like a safe space to share ideas? Partner up and brainstorm ideas. Glows and grows.	
8	<p>Writers when we work independently, we want to seek out risks and work on moving our work forward on our own. We can do this by making the choice to step outside of your comfort zone. (See photo below)</p> <p>Reflect on the whole week: Where do you fall? Did you push yourself? Extend to other aspects of your day (recess, gym, lunch, etc.)</p>	<p>READ ALOUD: Group builds something and watches it fly away. Patricia Polacco?</p>
9	<p>What do you need out of a partner, what are you going to bring to the partnership? What kind of person do you work best with?</p>	<p>Write a letter to the teacher about your hopes and wishes for your partnership. (that can help you formulate partnerships)</p>
10	<p>Mini lesson: Model survey <i>We get to know ourselves as writer in order to make a plan and help ourselves grow</i></p> <p>Mini lesson: (tell students) give a purpose; think about why we need it; <i>Today I'm going to show you how to take a survey to begin to think about yourself as a writer</i></p> <p><i>We call that our writing identity (define identity)</i></p> <p>Independent practice will be students taking the survey</p>	<p>Roles of a minilesson (chart roles of student writers for <i>mini lessons</i>)</p>

11	<p>Roles of a minilesson (chart roles of student writers for <i>independent</i> work)</p> <p>Writing Identity Survey</p> <p>Mini lesson: Model looking back at notebook (class environment/ personal workspace, comfort zone,). Create action plan. (to-do list) <i>Before leaving the carpet:</i> create “action plan” Independent Practice: Complete action plan</p> <p>Share: We all showed up today? How did it go? Let’s look at our actions plans, were they similar or different?</p> <p>Writers today we are going to How can we stay focused on our writing for today? Writers make an “action plan”. Go back and work on/ finish</p>	
12	<p><i>Writers have many tools that they keep in their classroom.</i> Work with a partner to decide on what tools you think you will need?</p> <p>Introduce writing folder (personal word wall, mentor texts, additional tools)</p>	
13	<p>Roles of a minilesson (chart roles of student writers for <i>conferring</i> work)</p> <p>In order for us to have a great writing community</p> <p>Read small moment stories (kids from last year, mentor texts, teacher writing) *Immersion week conferences*</p> <p>Start with independence comic strip and have a discussion about being independent writers (redefine what independence means) <i>“Writers let’s</i></p>	

	<i>think what it means to be an independent third grader. Take a look at this comic and think about what it means to you. “</i>	
14	<p><i>Teach how to Turn and Talk:</i></p> <p>Conversation: They need tools to become better at having a conversation. (Not just I share, you share, we stare) **How do you enter a conversation? **How do you keep a conversation going? (live in one) I’m going to ask a question. **How do you leave a conversation? Find a video to watch a great conversation.</p> <p><i>Share map of the classroom- ideal writing space. Or any directed topic.</i></p>	
15	<p>Writing Identity</p> <p>Minilesson: Review survey, and past writing in notebook- reflection, partnership letter,)</p> <p>I wouldn’t expect you to do anything I wouldn’t do myself.</p> <p>Independent: Write in notebook who you are as a writer or who you want to become</p> <p>Creating writing identities</p> <ul style="list-style-type: none"> ● I am the kind of writer who... ● I want to become the kind of writer who... ● A risk I am willing to take this year is. 	<p>Pre-teach computer concepts before this lesson <i>(in computer class)</i>.</p> <ul style="list-style-type: none"> ➤ Rules for computer use ➤ Google Account information ➤ How to get into google account ➤ How to access google classroom (GC) ➤ How to submit a google doc in GC ➤ How to type capital letters ➤ How to add punctuation ➤ How to insert an image ➤ Rules and how to print
16	Writing Identity continued	

	Instruct how to use computers/ expectations for computer use: Writing Identity Google Classroom Template (make a copy of this)	
17	Partner Reveal! Share writing identity with partner. Share: What have you learned about your partner? What are you committed to helping them with?	

Grade 3 Unit 2

Unit Overview

Content Area: ELA - Writing

Unit Title: Small Moment, Narrative

Grade Level: 3

Unit Summary: In this unit, we will launch writing workshop and students will craft true stories. Students will work through the writing process from beginning to end and will produce a narrative story that is focused on one moment.

Interdisciplinary Connections:

6.1.4.C.17 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

21st Century Themes and Skills:

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Educational Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.	
Learning Targets	
NJ Learning Standards:	
CPI#:	Statement:
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by <u>planning, revising, editing, rewriting, or trying a new approach.</u>
NJSLSA.L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L.3.2. A	A. Capitalize appropriate words in titles. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including <u>beginning dictionaries</u> , as needed to check and correct spellings.
NJSLSA.L.3.1. E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
NJSLSA.L.3.5. b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. <u>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</u>
NJSLSA.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. b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use regular and irregular plural nouns. D. Form and use regular and irregular verbs E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. I. Produce simple, compound, and complex sentences.
L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. C. Use commas and quotation marks in dialogue.

	<p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do we move through the writing process? ● How do we get ideas for our writing? ● How can we write stories that readers want to read? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Writers interact with one another to build their stories ● Writers tell stories because they are meaningful to them. ● Writers can make their stories intriguing. interesting by adding details
<p>Unit Learning Targets/Objectives: observable things we can see them do in a piece of writing or conference; just put goals written & tweak (can be just 5 or 6)</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Independently go through the writing process using a notebook ● Compose a real-life story told in sequence that establishes setting, character and includes a plot- beginning, middle, and end ● Use dialogue and internal thinking to develop the character ● Edit for capitalization, punctuation, and spelling 	
Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> -conferences with writers -examining student notebook entries and letter drafts -review of student checklists, graphic organizers, etc. -participation -observations -peer and self-assessment <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> -final project <p>Alternate Assessment(s):</p> <ul style="list-style-type: none"> -Student presentation -Flip Grid -Oral assessment <p>Resources/Materials (copy hyperlinks for digital resources):</p>	

<http://elizabeth-moore.com/paper-choices-materials/>

Modifications:

- **Special Education/504 writers**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
 - Utilize graphic organizers to organize thoughts
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk writers**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented writers**
 - Provide extension activities
 - Build on writers' intrinsic motivations
 - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement
 - Provide certain key aspects that need to be incorporated into narrative
 - Utilize thesaurus to enhance word choice

Lesson Plans

Goals	Suggested Teaching Points(<i>some are whole-class, conference, or small group</i>)	Teaching Ideas and Tips
Writers use tools for developing independence	<ul style="list-style-type: none"> -Writers decorate their notebooks with topics they care about and know a lot about -Writers clarify what a notebook is and is not used for. 	<p>Pre-Assessment: Give one period for students to write in this topic/ genre.</p> <p>Show your own notebook to students</p> <p>This could be a chart about the use of notebooks</p>

	<p>-Writers set expectations for writing workshop</p> <p>-Writers use other tools and decide when and how to use them in the writing process (don't need to ask the teacher).</p> <p>-Writers keep themselves writing the whole time and use the stamina chart to remind themselves of their choices. Finish and entry, start a new entry, go back and revise an entry</p> <p>-Writers begin to develop their writing identity</p>	<p>Introduce a chart of the writing process and show how notebooks work in the process (brainstorm in notebooks, draft on yellow paper(optional), publish on choice paper)</p> <p>Possible chart on Expectations</p> <ul style="list-style-type: none"> ● Components (mini-lesson, independent writing/conferencing, share) ● Partner Work (What makes a good partner?) ● For minilesson bring notebook & pencil to carpet ● For conferences bring all writing materials (notebook, folder, pencil) <p><i>Writing Environment</i> Decide where will writing be kept (notebook, folder in desk or in bin?)</p> <p>Designate an area where writing resources (materials & charts) will be located within the classroom. Some materials may be:</p> <ul style="list-style-type: none"> ● pencils ● colored pencils ● post it notes ● paper choices for drafting/ publishing ● graphic organizers <p>Consider this for ideas for writing center: http://frogsandcupcakes.blogspot.com/2014/03/writing-center-update.html</p> <p>Suggested Pacing: 1 week</p> <p>Create a Writing Wall in classroom to post writing identities</p> <p>Chart what makes a good writing partner</p>
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<p>Compose a real life story told in sequence that establishes setting, character and includes a plot- beginning, middle, and end</p> <p>Independently go through the writing process using a notebook</p>	<p>Writers can brainstorm by..</p> <ul style="list-style-type: none"> -Writers brainstorm by making a list -Writers brainstorm thinking of things they cherish or hold close to their heart -Writers brainstorm talking/ sharing ideas with a partner -Writers brainstorm important people, places, moments -Writers brainstorm significant moments in school -Writers brainstorm memories from summer, when they were little <p>Writers can plan stories by..</p> <ul style="list-style-type: none"> -Select 1-3 seed ideas to develop drafts in notebook, make entries better -Writers tell the story across five fingers?? -Writers jot down major events that occur in their stories -Writers can do a fast/quick write or flash draft to write their whole story 	<p>Select 2-3 brainstorms</p> <p>Suggested Pacing: 1-2 weeks Spend 3-4 days brainstorming before selecting a story to write</p> <p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> - <i>Come on, Rain</i> by Karen Hesse - <i>Owl Moon</i> by Jane Yolen - Sheila Rae's Peppermint Stick (Henkes) - Knucklehead-- Car Trip (Sczieska)* Book to get - Roller Coaster (Frazee) - Come On Rain (Hesse) <p>Make a plan by writing events on sticky notes (allows for reorganization of story)</p>
<p>Writers will draft a focused story on one moment</p>	<p>Writers develop the setting</p> <ul style="list-style-type: none"> -Writers include a beginning, middle, and end in their story -Writers start their stories with a strong lead <ul style="list-style-type: none"> - with dialogue 	<p>Consider placing X's going down the page to cue students to skip lines when drafting</p>

	- in the middle of the action	
Writers include character description	<p>-Writers show, rather than tell what their character does, thinks or says</p> <p>-Writers use descriptive language/sensory details to make their stories come alive</p> <p>-Writers use dialogue to show what the character is saying</p> <p>-Writers include description of what the character is thinking</p> <p>-Writers use onomatopoeia make their writing jump off the page</p>	<p>LearnZillion videos (for use with class or individually) Dialogue- https://learnzillion.com/assignments/6MJ86M2</p> <p>Show, don't Tell https://learnzillion.com/assignments/3TM676F</p> <p>What to do when I get stuck as a writer? (as a SHARE) CHART "When I Am Stuck, I..." (draw/ sketch; reread mentor authors, set a goal and work towards it, look at charts around the room)</p>
Writers revise to help readers understand their the power of their story	<p>Writers revise their writing by..</p> <p>-Writers revise to make sure the most important moment is stretched out.</p> <p>-Writers find the heart of the story and blow out the scene by elaborating and adding more details</p> <p>-Writers format their story to include paragraphs new setting, ideas, character speaking, by inserting a paragraph symbol</p> <p>-Writers remove details or moments from their story that don't connect</p> <p>-Writers change the order of their story to make sure it is told in order</p> <p>Writers edit by..</p> <p>-Writers format their writing to include quotations for dialogue</p>	<p>Consider adding 2-3 more details</p> <p>Suggested Pacing: 1 week for revising, editing, publishing</p> <p>Strategies for spelling words correctly:</p> <ul style="list-style-type: none"> - think of a similar sounding word and use that structure ("could", "would") - use word wall in classroom - previous spelling words - think of syllables in each word - ask writing partner

<p>Writers edit to help readers understand their the power of their story</p>	<ul style="list-style-type: none"> -Writers look for words that are spelled incorrectly and use a strategy to fix it -Writers reread each sentence to make sure it is complete (has a subject/predicate) -Writers reread to make sure each sentence starts with a capital letter -Writers reread their draft to make sure each sentence has ending punctuation -Writers meet with their writing partners to make suggestions on draft 	
<p>Writers use reflection as part of the process to revise and strengthen their writing</p>	<p>Reflection through revision:</p> <ul style="list-style-type: none"> - Writers set goals and make decisions to return to their pieces to follow through with those intentions - Model for students how to use it by evaluating your own writing or the shared writing piece (make a large anchor chart or display under Elmo). - Writers color code, highlight/ circle, and then annotate each item on the checklist to hold them accountable for where they have included that element directly in their writing <ul style="list-style-type: none"> - Writers collaborate with their writing partners to review the accuracy of their color-coding and take note of suggestions for later reflection and application. - Writers revise their piece applying what was discovered from their color-coding and peer review. 	<p>Reflect through peer conferencing, end of unit conferencing.</p>

	- Writers realize they are missing part of the story or don't like part of the story and work to make a change to it.	
Publish	-Writers follow their draft and revisions to write their final copy	Provide different paper choices for students Have draft out on desk next to published copy when publishing
Unit Reflection	-Writers look back at their notebooks, drafts, and think about how they've grown as a writer -Writers look back at their notebooks, drafts, and think about setting a goal or what they want to focus on moving forward	Possible Anchor Chart for Publishing <ul style="list-style-type: none"> ● Select paper that is appropriate for your story ● Use best handwriting ● Recopy draft and follow edits/revisions ● Add illustrations ● Be proud!

Grade 3 Unit 3

Unit Overview
Content Area: ELA - Writing
Unit Title: Informational Writing
Grade Level: 3
Unit Summary: This unit provides students with the opportunity to explore the features of non-fiction writing and teach the reader about something they are knowledgeable in. Students make decisions in organization and sequencing of their writing. Acting as an expert, they specialize in an area and teacher others about what they already know. Throughout the unit, students are building the volume they are writing.
Interdisciplinary Connections: 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
21st Century Themes and Skills: 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations. 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. 9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities.
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Educational Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Learning Targets	
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NJ Learning Standards (Content and Technology):	
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CPI#:	Statement:
W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
W.3.2.	Develop the topic with facts, definitions, and details.
W.3.2.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.	Provide a conclusion.
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. *
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).

Unit Essential Question(s):

- *How can we teach our readers about a topic?*
- *Why is it important to use specific vocabulary related to a given topic when teaching someone?*
- *How do writers communicate information differently depending on the type of information they are sharing?*

Unit Enduring Understandings:

- Writers can communicate their ideas and teach about their topic in a variety of ways
- Writers can use specific word choice to enhance their writing

Unit Learning Targets/Objectives: observable things we can see them do in a piece of writing or conference; just put goals written & tweak (can be just 5 or 6)

Students will...

- Use prior knowledge to teach the reader about a specific topic through creating an All About Book that includes text and text features (index, glossary, photographs/ illustrations, etc.).

- Develop topic categories by creating Table Contents
- Elaborate on text by including facts, details, and explanations related to the category
- Choose which domain specific vocabulary or academic language will help readers learn more about the topic
- Make decisions about which structure will best display the information

Evidence of Learning

Formative Assessments:

- conferences with writers
- examining student notebook entries and letter drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self-assessment

Summative/Benchmark Assessment(s):

- final project

Alternate Assessment(s):

- Note collection, journal review
- Flip Grid
- Oral assessment

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

● **Special Education/504 writers**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- Utilize graphic organizers

● **At-Risk writers**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

● **Gifted and Talented writers**

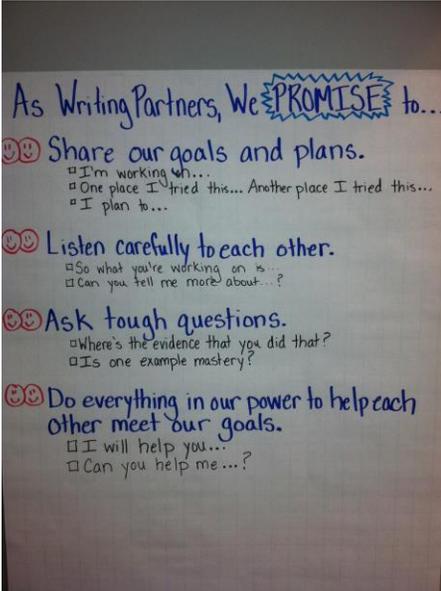
- Provide extension activities

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Introduce the idea of tier vocabulary
- Challenge students to use tier vocabulary in their writing

- Build on writers’ intrinsic motivations
- Consult with parents to accommodate writers’ interests in completing tasks at their level of engagement
- Have students tier words and use higher order tier words in their writing

Lesson Plans

Goals	Suggested Teaching Points	Teaching Ideas and Tips
<p>Writers notice features of non-fiction texts</p>	<p>Immersion Week:</p> <p>Writers notice the text features in mentor texts</p> <p>Writers work with their writing partners to tell and learn about their partner’s expertise</p> <p>Writers have different “writing moves” when we are writing to teach:</p> <ul style="list-style-type: none"> - state our main idea very clearly - academic language to sound more like an expert - use visuals to help us know what we are talking about - bold print 	<p>Pre-Assessment: Give one period for students to write in this topic/genre.</p> <p>Non-Fiction Texts and Authors</p> <ul style="list-style-type: none"> - Seymour Simon - Time for Kids - Scholastic News - Manatees by Laura Marsh <p>Nurturing new partnerships by sharing excitement and worries for the unit; come up with a plan for your partner.</p> <ul style="list-style-type: none"> - “As ___ partner, I’m going to ___” <p>CHART-</p> <ul style="list-style-type: none"> - What moves do we see mentor writers making? - What are some of the moves and why writers use them? (make a T-chart for the unit) <p>CHART-</p>

		<ul style="list-style-type: none"> - What was difficult for these writers (use mentor texts)? What are some anticipated struggles or what may get in our way? (problem solve) -run out of things to say?  <p>Shared Writing- Develop a class piece as another resource for students to reference (use this piece to reference for conferences and throughout the unit) ** Pick a topic that everyone is experts in: recess, writing/reading workshop**</p>
<p>Writers generate ideas thinking</p>	<ul style="list-style-type: none"> - imagining topics that they could teach others about and writing a sample table of contents. 	<p>Writers can share their chapter titles to their writing partnerships and then explain verbally what could go on each one of the pages. Writing partners can then ask questions to help their partners say more. <u>Some phrases could be:</u></p>

<p>about a topic they are experts in</p>	<ul style="list-style-type: none"> - Writers develop a Table of Contents to organize their writing across pages - Writers think about what possible facts and information would go in each chapter - Writers brainstorm topics they know a lot about - Writers often make plans for how to organize their information writing. Writers make one plan, then they think about a different possible plan, and they keep doing this over and over. Each plan includes a different way to divide a topic into parts. 	<ul style="list-style-type: none"> - <i>“What else might you include...”</i> - <i>“Maybe you could also add...”</i> - <i>“I think a reader might also be interested in..”</i> - <i>“You might also want to tell a little bit about...”</i> - <i>“I’d be curious to know”</i>
<p>Writers draft different topics they are experts in by trying out different ways to share information</p>	<ul style="list-style-type: none"> - Writers develop topic categories by creating Table Contents - Writers add a fact to each page/ category - Writers stream write the information that corresponds with each one of their chapters - Writers notice what they know a lot about and what they don’t know a lot about - Writers write partner sentences to expand on their facts 	<p>Stream write (write long or paragraph style writing)</p> <p>Writers can write their chapter headings across pages and then on each page write all the information they know connected to that topic</p> <p>Shared Writing- Domain Specific vocabulary (choose words that could go in different - think about tiered vocabulary that can go in different topics)</p> <p>Academic/Domain Specific Vocabulary- <i>Bringing Life to Words</i> by Isabel Beck</p> <p>Inquiry Based Experience to Introduce the Tier Vocabulary:</p> <p>What do you notice about this list of words: Example: (Tier 1)</p> <p>cat dog folder</p>

	<ul style="list-style-type: none"> - Writers know that it is important to introduce their topic clearly to the reader (we might go back and add an introduction chapter) <ul style="list-style-type: none"> - Paint a picture/Set the scene - Share a shocking fact - Mini-story to capture the readers interest - Writers know that is important to finish their book in such a way that satisfies the reader <ul style="list-style-type: none"> - Summarize all the reader learned - Leave the reader with a few remaining questions - Writers recognize that we use different vocabulary choices to communicate more specifically about our topic. (Teach Domain Specific Vocabulary (Tier 3) & Academic Vocabulary (Tier 2)) - Writers try different organizational structures on for size. They explore a few different structures, noting how those structures affect the way they think about a topic. Structures include topic and info, cause and effect, problem and solution, and chronological. - 	<p>computer</p> <p>VS. this list (Tier 2) endangered predator evaluate analyze</p> <p>VS. this list (Tier 3) Declaration of Independence</p> <p><i>Develop a definition for tiers with class.</i></p>
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<p>Elaboration</p>	<ul style="list-style-type: none"> - When you write information books, you try to interest your reader. Readers love fascinating facts, and they love ideas too. Writers make sure their writing contains both facts and ideas. Write more about the fact. - Writers pick a fact and write more about it. - We can write twin sentences to teach our reader a lot! Twin sentences start with one sentence followed by another that says more about the same thing. Dolphins stick together in pods. Pods are like a family. - We also end our books with a conclusion. We write an ending by reminding the reader what they learned about and any big ideas to remember. - Writers use words that are specific about their topic (i.e. dolphin pods, not dolphin families). They may then bold those words and add a definition. We can do that by putting it in parenthesis, in it's own box, or in the glossary in the back of the book. - - 	<p>-</p>
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<p>Writers revise their all about books trying out new ways to communicate information</p>	<p>Revision</p> <ul style="list-style-type: none"> - Writers try on a different way of presenting their topics through different text structures. - Writers try on a different way of presenting their topics through different text features. - Writers don't only write from their brains; they recognize they need to know more and research facts about their topic to add to a section (<i>optional</i>) 	<p>Options for Structure and use of Text Features:</p> <ul style="list-style-type: none"> - list - Venn diagram - How To - Cause and Effect - Chronological/ Sequential (Timeline) - Pictures and Captions <p>For example, an informational paragraph that compares and contrasts might be better in the form of a Venn diagram.</p>
<p>Writers use grade level conventions to share their ideas with clarity</p>	<p>We edit our informational writing books by zooming in on a word, making sure we wrote all of the sounds we hear, or zooming in and making sure we use end marks or capitals. We check for these edits carefully.</p> <p>Writers use different kinds of end marks- punctuation—depending on the kind of sentence they write. We use periods after facts, question marks after questions, and exclamation marks after writing something exciting. They even use commas when they want to make lists.</p> <p>Writers pause and reflect. They use their checklists and think, “What is working well in my writing?” and “What do I still want to do to make this as</p>	<p><i>Should already be able to:</i></p> <ul style="list-style-type: none"> - <i>capitalize at start of sentences and proper nouns, titles</i> - <i>punctuation at the end</i> - <i>Complete sentences</i> - <i>plural nouns</i> - <i>spelling grade level appropriate words</i>

	<p>strong as possible.”</p> <p>Writers make sure that their writing is crystal clear to their readers. They reread their pieces as if they know nothing about the topic, and looking for confusing or underdeveloped places. We revise those.</p> <p>We organize our information by using paragraphs. Paragraphing breaks up the information into chunks or related topics to make it easier to read.</p>	
Writers publish their writing piece	Have draft out on desk when publishing	<u>Extension/ Optional:</u> Write an “About the Author” to attach to book
Unit Reflection	<p>-Writers look back at their notebooks, drafts, and think about how they’ve grown as a writer</p> <p>-Writers look back at their notebooks, drafts, and think about setting a goal or what they want to focus on moving forward</p>	<p>Feedback and Reflection Week</p> <p><i>“We’ve come so FAR!”</i></p>
<p><i>See anchor charts below!</i></p> <ul style="list-style-type: none"> ● How Can I teach my Readers? ● Organizing an Informational Text ● Teaching Moves ● Common Text Features ● Teaching Moves (Informational) 		

How Can I Teach My Readers?



THINK ABOUT ?

Who? How? Why? Where? When?

Write in twin sentences

Dogs like biscuits. Biscuits are like cookies.

Pictures

arrows words zoom-in

size ○ ○ ○

shape □ △ ○

Color ◆ ◆ ◆

words!

Comparison

Give An Example

Toys: balls, games, dolls

Study photographs

Use BIG BOLD words!

Dogs **LOVE** toys!

Use speech bubbles

FEED your dog every day!

Organizing an Informational Text

We can organize the sub-topics (or chapters) to show **different**

- kinds
- parts
- examples
- ways

We can organize the sub-topics with **different structures** to match the **information**

- A pro and a con section
- A partly the same and partly different section
- A part that is told in sequential order — 1st, 2nd, 3rd, 4th etc.

We can organize the sub-topics with **narratives** that teach information.

- The whole chapter could be written as a story
- There could be a small moment used as evidence to support a point
- There could be a story that begins (or ends) a chapter

Teaching moves that Information Writers should borrow:



Explain what the **whole book** will be about.



Tell a bit about the **big things** you'll teach (kind of like a table of contents!)



Try to say at least a few **sentences** about each part of your topic.



Talk like an **expert**



Use **fancy words** and explain what they mean.



Use your **hands** and your **body** or make quick **sketches** to show what things look like.

Some Common Text Features and their purposes:



Drawings and photographs
allow the reader to visualize the subjects being discussed.



Captions
explain what various text features are.



Diagrams
include **Labels** and **Words** to help explain a particular concept.



Definition boxes
explain vocabulary words.



Maps
help the reader to understand about geography of a topic.



Timelines
show the sequence or order of events.



Glossaries
include key vocabulary words that were used in the text.

Grade 3 Unit 4

Unit Overview

Content Area: ELA - Writing

Unit Title: Opinion

Grade Level: 3

Unit Summary: In this unit, students will compose an essay with multiple paragraphs that shares their opinion. Students will go through the writing process to generate ideas on topics they feel strongly about. Students will come to understand when providing their opinion it is important to back it up with reasons that support their feelings.

Interdisciplinary Connections:

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

21st Century Themes and Skills:

9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities.

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Educational Technology Standards:

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Learning Targets

NJ Learning Standards (Content and Technology):

CPI#:	Statement:
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
W.3.1.A-D	Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How do writers share their opinion with others? • For what reasons do writers form opinions about topics? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Writers will understand the importance of reviews and how they play a role in our life • Writers write to make a change and offer a solution to a problem that exists
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> • Writers generate ideas about topics they have strong feelings about • Writer compose an introduction to introduce their opinion • Writers elaborate on their ideas by providing multiple reasons to support their opinion • Writers compose a conclusion that restates their opinion
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Evidence of Learning

Formative Assessments:

- conferences with writers
- examining student notebook entries and letter drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self-assessment

Summative/Benchmark Assessment(s):

- final project

Alternate Assessment(s):

- Create a Ted Talk
- Flip Grid
- Oral assessment

Resources/Materials (copy hyperlinks for digital resources):**Modifications:****● Special Education/504 writers**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

● English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

● At-Risk writers

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

● Gifted and Talented writers

- Provide extension activities
- Build on writers' intrinsic motivations
- Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Lesson Plans

Goals	Teaching Points	Teaching Ideas and Tips
<p>Writers generate ideas about topics they have strong feelings about</p>	<p>Immersion:</p> <ul style="list-style-type: none"> ● Writers, we are launching into a new type of writing! Today we will explore Personal opinion ● Writers, when we are getting started, we want to have multiple ideas to write long and strong. Today we will make a list of important places or important people and why those people/places are special <ul style="list-style-type: none"> ○ My DadHe is smart/Funny/Supportive ○ Cape May Ocean/Downtown/Boardwalk ○ Restaurant- Pizzaiolo is the best pizza place around. Staff/Food/Service ● Writers also have opinions about books or movies they've seen that they want to tell their friends <ul style="list-style-type: none"> ○ <u>Hank Zipzer Niagra Falls, Or Does it?</u> Humorous/Author's Message/Series ○ ● Writers, when we begin our personal persuasive mini-essays we want to tell our reader right from the start what our opinion is. We do this so the readers know what our whole essay is about. (model) ● Writers, we have different ways to start our personal persuasive essays. Today we will experiment with a few ways to see which one we 	<p>Pre-Assessment: Give one period for students to write in this topic/ genre.</p> <p>Teacher models all steps in process in own notebook.</p> <p>Suggested Sequence:</p> <p>Generate Ideas T-chart of people/ places and reasons</p> <p>Write across pages (experiment with several different topics) (topic and each reason will become a page/paragraph) Flash drafts (write long). <u>Rehearsal</u> (on carpet): Orally tell across fingers. Tell partner. Now, tell story again and touch across pages. How many are picking a person/place? Stand up and leave the carpet.</p> <p>Hook options for each topic:</p> <p>Why does it matter? "All of us have people that matter to us. It is important to appreciate these people and share why they are important. My dad is this person to me."</p> <p>"Cape May has many beaches, boardwalks and restaurants. It has been a special place for people to visit for many years."</p> <p>Ask a question? Do you have a favorite place that you travel to each summer? I do! Cape May is the best summer spot.</p>

	<p>like best. Which way seems to interest you, we can try that first, and then try another!</p> <p>We can: (anchor chart) put your name on post it note next to the hook you are going to try.</p> <ul style="list-style-type: none"> ○ Start with asking a question ○ Share why the topic matters ○ Give some background knowledge ○ Telling a surprising or important fact about your topic <ul style="list-style-type: none"> ● After the hook, be sure to state your opinion. <i>(Have them make a choice, before they leave the rug.)</i> 	
<p>Writers will collect entries to help identify reasons that support the topics</p>	<ul style="list-style-type: none"> ● Writers, we have had a few days to try out different topics and today we are going to look more closely at our reasons to make sure that we are giving examples to support the reasons. I might think to myself, <i>I love my Dad. He makes me laugh all the time. I am always laughing when I am around him. I giggle so hard!</i> But then there aren't really any examples as to WHY he is funny. Watch how I look at my reasons and then think about examples that would support them: <ul style="list-style-type: none"> ○ Funny: Tells a lot of clever jokes, he chases me around the house and then hugs me tight. ○ Supportive: He comes to my soccer games and cheers me on, he always sits with me and talks about my reading. ○ Smart: He knows how to do all the yard work beautifully, he built our shed in our backyard. ● Writers, now that we have multiple reasons we want to reread our reasons to make sure that we 	<p>Focus on teaching students how they can orally plan their writing pieces.</p> <p>Increase Volume: Experiment- write multiple petitions/ pieces.</p>

	<p>are including “partner sentences” to say more about our topic. We don’t just stop by saying, “<i>My Dad is funny because he tells jokes.</i>” We write a partner sentence after to say more. “<i>My Dad is funny because he tells jokes. These jokes are usually ones that you never heard of before so they make you laugh extra hard!</i>” When we say a little bit more it makes our reason stronger.</p> <ul style="list-style-type: none"> ● Writers, yesterday we added partner sentences to our reasons this is one way we can develop paragraphs for our reasons. Another way we can do this is by adding a specific example. Watch how I go back and add in a specific example. Today let’s go back to our reasons and also add specific examples to our paragraphs. <ul style="list-style-type: none"> ○ <i>“My Dad is funny because he tells jokes. These jokes are usually ones that you never heard of before, so they make you laugh extra hard! For example, he once said, “What does a nosy pepper do?” ...” Gets jalapeno business!”</i> ● Writers use transition words or phrases to further explain or support their opinion <ul style="list-style-type: none"> ○ “one reason, another reason, this is why, for example, one example of this is...” 	
<p>Writers will elaborate on their opinions by adding examples</p>	<ul style="list-style-type: none"> ● Writers, we have spent the last few days working on our supporting paragraphs and reasons, but we also have an important job to do at the end of the essay! We have to drive home our opinion one last time! Today we experiment with different ways to end our mini-essays. Just like we did with our hook/lead paragraph we can choose a writing move to close our essays too. 	<ul style="list-style-type: none"> ● <u>Rehearsal (on carpet): Orally tell partner.</u> <p>“Check Up” Activities- Editing focus-</p> <ul style="list-style-type: none"> ● We’ve learned to punctuate our writing. Let’s go through and count the number of punctuation marks in our writing. ● We’ve learned to use capital letters at the start of sentences and for proper nouns. Let’s go through our

	<p>Perhaps choosing one we haven't done before.</p> <ul style="list-style-type: none"> ○ Start with asking a questions ○ Share why the topic matters ○ Give some background knowledge ○ Telling a surprising or important fact about your topic <ul style="list-style-type: none"> ● Writers, since we want our reader to know one last time our opinion we can restate our reasons by listing them in a series. Watch how I do this with my piece. This is helpful so that the reader hears our reasons one last time, Example: <i>It is clear that my Dad is the best! He is funny, supportive and smart.</i> ● Sometimes when we are writing our speeches/petitions, our audience might be a mixed group of people. We might be trying to convince lots of different people. We want to make sure we write in ways that include everyone. For example, "Not only is this important and beneficial for kids, but parents will benefit from it too because..." ● As writers of persuasive petitions/speeches and letters, we need to read persuasive writing differently, asking, "How did the writer go about making this?" and "What does this writer do that I could try as well?" Just like we learned from authors of stories/narratives, we can learn from mentor authors of reviews too ● Writers can reach/convince their readers by writing with details. To help readers envision something, writers use lots of details and precise language. We use our senses to describe these important details. Writers even try some show, not tell, to describe the way things make us feel. 	<p>writing and see if we have done that. Count the number of capital letters you've used.</p>
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	<ul style="list-style-type: none"> • Writers go back and add in important information, we can use Post-it notes in our drafts. We can use sticky notes to add revisions (more information, details, etc....) or we can use these sticky notes to leave ourselves a note about what we need to add to our draft. • Writers avoid wishy-washy language and state their thesis with strength. We avoid words like “sort of” or “maybe” etc. 	
<p>Writers use powerful persuasive language to convince their reader</p>	<ul style="list-style-type: none"> • Writers, if we are writing to convince someone to believe our opinion is true, we can’t be too bossy, and we can’t be too wishy washy. For example, I wouldn’t want to say, <i>“You might think your Dad or Mom is the best, but really mine is!”</i> That is way too bossy! <p>But, I also wouldn’t want to be too wishy washy and write, <i>“Maybe your Dad is fun, but mine can be pretty great too.”</i></p> <ul style="list-style-type: none"> • Writers can elaborate/say more by using prompts to push our thinking and writing. <p>Some key prompts for elaboration when writing reviews include:</p> <ul style="list-style-type: none"> o “This is important because...” o “The reason for this is...” o “This shows that... because...” <p><i>(Have students help you add to the shared writing persuasive piece using these thought prompts by talking with their partners. Listen in, and then share some responses with the class- adding these revisions to the persuasive letter/petition.)</i></p> <ul style="list-style-type: none"> • Writers can add details to one of their pieces, by carefully choosing exact writing crafts that add to the persuasiveness of the piece 	

	<ul style="list-style-type: none"> ○ Stirring up emotions ○ A call to action “We must come together to...” ○ A sense of urgency “If something is not done soon....” ○ A worrisome tone “It is concerning that..” ○ A concerning issue that can affect the community ● Writers can make their persuasive petitions more persuasive by adding anecdotes/small-focused stories about their subjects into their letter or speech. 	
<p>Writers revise writing to make it easy for their readers</p>	<ul style="list-style-type: none"> ● Writers have a logical order and organized structure to their writing. They make a claim/state their claim, think about possible reasons to support the claim, and choose reasons that <i>go together</i>. <ul style="list-style-type: none"> ○ Is there a specific order that these reasons should go in? ○ What might be most powerful for my readers? (experiment with the order of the reasons and writers might justify those choices!) ● Writers consider audience when doing revision work. When we revise, we can choose words, craft sentences and even draw pictures in our persuasive petitions that will reach/engage our audience. ● Writers can be even more convincing if they find and use direct quotes from other people who can support their opinion. <p>Create an Anchor Chart: Finding Direct Quotes to Support our Opinions</p>	

	<ul style="list-style-type: none"> ○ Look for things people say about your topic ○ Hunt for things in your school or community that might support your claim ○ Record what your friends/family say about your topic ● Writers can create introductions for their petitions or speeches by starting in a powerful way that will draw the reader in <ul style="list-style-type: none"> ○ Powerful quote ○ Why the topic matters ○ Mini-Story “Imagine... statements” <p>(Demonstrate how you create a few different introductions for your petition/speech. Name the strategies you have used to create each one. Show students how you give these different introductions a try (read them aloud) with your petition/speech to see which one fits the best.)</p> <ul style="list-style-type: none"> ● Writers we know we must satisfy our readers and craft memorable closings. Writers, one way we can make them really persuasive, is to repeat our opinion at the end. We can simply say the same thing again! <p>Show students how you try out several different endings for you opinion pieces. Also point out that often a persuasive speech, petition, or letter might end with a call to action or reiterating their importance of the topic, and can even share what might happen if the problem/issue/idea isn’t thought about</p>	
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	<ul style="list-style-type: none"> ● Writers can revise their petitions/speeches, making them more persuasive. We can do this by using a comparison to convey our true opinion. Language to support students' use of comparisons: <ul style="list-style-type: none"> ○ If you like _____ then you must _____. ○ Most kids _____ and therefore we must _____. ○ If _____ is important to you then _____ must also matter to you ● Persuasive writers try to include other perspectives in their speeches/petitions to show that they know there are other opinions out there. We can revise our petitions/speeches by adding a separate paragraph that includes a counter-opinion. Using words like: <ul style="list-style-type: none"> ○ "Not everyone feels this way about..." ○ Some people say... ○ Some complain that... But I still think..." 	
Writers publish writing for their audience	<ul style="list-style-type: none"> ● Writers use editing checklists (you can add new language convention skills you have been working on to these checklists). ● Writers can edit for capitalization of proper nouns- Remind students about capitalizing proper nouns. <ul style="list-style-type: none"> ○ Capitalize the first letter of people's first and last name ○ Capitalize the first letter of any proper nouns ○ Capitalize the first letter of each word in a book title and underline the title. 	Refine & publish

	<ul style="list-style-type: none"> ○ DO NOT capitalize the little words such as: <i>and, the, of, etc...</i> ● Writers reread their drafts, each time looking through a different “editing lens” (editing for a different language convention each time). ● Writers will use conventions of writing to make sure their writing is readable to others (uppercase letters, punctuation, spelling) ● Writers will use quotation marks when using dialogue (just quotation marks, not punctuation) 	
Unit Reflection	<p>-Writers look back at their notebooks, drafts, and think about how they’ve grown as a writer</p> <p>-Writers look back at their notebooks, drafts, and think about setting a goal or what they want to focus on moving forward</p> <p>-Writers read one another’s pieces and think, “Has my opinion changed after reading this?” Or, “Did I learn something new?”</p>	

Grade 3 Unit 5

Unit Overview

Content Area: ELA - Writing

Unit Title: Character Essay

Grade Level: 3

Unit Summary: In this unit, students will select a character from a book to make a claim and use text evidence to support their opinion. Students have already written a personal opinion piece and have focused on learning about their characters. In doing this, students will develop a deeper understanding of the people and world that surrounds them.

Interdisciplinary Connections:

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

21st Century Themes and Skills:

9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.

9.1.4.B.1 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

Educational Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Learning Targets

NJ Learning Standards:	
CPI#:	Statement:
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W.3.1.B	Provide reasons that support the opinion.
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1.D	Provide a conclusion
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.L.3.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
NJSLSA.L.3.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>
NJSLSA.L.3.5.	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>

<p>NJSLSA.SL.3.1.</p>	<p>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.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>SL.3.1.</p>	<p>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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How is a literary essay crafted? ● How can we support our ideas? ● How can we learn about people through studying a character? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Writers interact with one another to build their stories ● Writers tell stories to learn about people in the world that surrounds them
<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Writers collect ideas about characters they read about ● Writers choose a claim about a character ● Writers provide supporting reasons about the characters 	
<p>Evidence of Learning</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> -conferences with writers -examining student notebook entries and letter drafts -review of student checklists, graphic organizers, etc. -participation -observations -peer and self-assessment <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> -final project 	

<p>Alternate Assessment(s):</p> <p>-Flip Grid -Oral assessment</p> <p>Resources/Materials (copy hyperlinks for digital resources): http://elizabeth-moore.com/paper-choices-materials/</p>		
<p>Modifications:</p> <ul style="list-style-type: none"> ● Special Education/ 504 writers <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications ● English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word ● At-Risk writers <ul style="list-style-type: none"> - Provide extended time to complete tasks - Consult with Guidance Counselors and follow I&RS procedures/action plans - Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary ● Gifted and Talented writers <ul style="list-style-type: none"> - Provide extension activities - Build on writers' intrinsic motivations - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement 		
Goals	Teaching Points: <i>(some are whole-class, conference, or small group)</i>	Teaching Ideas and Tips:
Generate ideas and Collect Entries	<p>Writers read/analyze a literary essay to learn from a mentor text</p> <p>Writers select a few of their favorite books or characters and remind themselves of the story by rereading a chapter or skimming parts of the story?</p> <p>Writers pick a character- what do you know about him or her? What are some big moments?</p>	<p>Pre-Assessment: Give one period for students to write in this topic/ genre.</p> <p><i>Reminder: collect student samples to build mentor text collection for following year</i></p> <p>Introduce through a read aloud and use shared writing experiences to build a mentor text together</p>

	<p>Determine a character traits and add post it notes on each page. Make decisions about the best pieces of evidence that support.</p> <p>Find reasons in the text that support your thinking.</p> <ul style="list-style-type: none"> ● Writers we have begun to write paragraphs using evidence from the text, but now we also need to look closely at how we explain how this evidence is tied to our reason in our own words <ul style="list-style-type: none"> ○ <u>Merging my Thinking:</u> <ul style="list-style-type: none"> ■ This shows that... ■ This part displays... ■ The reason the author might have put this part in is... ■ This moment showcases that... ■ This part connects... ■ This scene conveys that.... <p>Writers collect ideas with evidence about the characters they read about.</p> <p>Writers collect longer entries where they expand and explain their ideas about characters.</p> <p>Writers determine their purpose for writing a character essay</p> <ul style="list-style-type: none"> ● Writers set the context of the story before giving the evidence. We don't want to plop in a moment of the text knowing that our reader might not have read the story ● Writers not only use what did happen in the story as textual support, but we can also think about 	<p>What is your perspective on a character? Look at different people's opinions (mom vs. student)</p> <p>Tell writing partner reasons</p> <p>Shared Writing- Select a book from read aloud to model.</p> <p>Plan using boxes and bullets.</p> <p><u>Prior Suggested Fiction Read Alouds:</u></p> <ul style="list-style-type: none"> ● <u>Stone Fox</u> -John Reynolds Gardiner ● <u>My Name is Maria Isabella</u> - Alma Flor Ada ● <u>The Year of Billy Miller</u> - Kevin Henkes ● <u>Too Many Tamales</u>- Gary Soto ● <u>A Day's Work</u> - Eve Bunting ● <u>Chicken Sunday</u> - Patricia Polacco <p><u>General Opinion Writing Mentor Texts (great for introducing the idea of forming and supporting an opinion)</u></p> <ul style="list-style-type: none"> ● <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems ● <i>Duck Rabbit</i> by Amy Krouse Rosenthal ● <i>The Day the Crayons Quit</i> by Drew Daywalt ● <i>One Word from Sophia</i> by Jim Averbeck ● <i>Would You Rather... (series)</i> <p>Series Books: Henry and Mudge (J) Horrible Harry (level L-N) Magic Tree House (level M)</p> <p>http://www.timeforkids.com/files/2011-07/literaryessaysampler.pdf</p>
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	<p>what DIDN'T happen too and use that to strengthen our point</p> <ul style="list-style-type: none"> ○ Example: Typically, in most families the older sister seems to boss around the younger sister, however, in this story the older sister chooses differently. She gives away her ice cream when her sister's falls on the ground. 	<p>▶ Toad is impatient in the story when he expects the seeds in his garden to grow over night. He says, "Now seeds, start growing," immediately after he plants them. He shouts at the seeds and tells them to grow. He sings to the seeds to make them grow. Toad even reads to the seeds to make them grow. Toad wants them to grow right away and gets upset because he is so impatient.</p>				
<p>Plan</p>	<p>Writers draft essays that prove a claim, include specific examples from the text, and explanations.</p> <p>Writers use introductions and conclusions to set up and close their arguments.</p> <ul style="list-style-type: none"> ● Writers look back at their claim making sure they don't "spill the beans" and say too much. We want to give the just right amount to our reader in order to set the stage for them to read on ● Writers when we craft our openings there needs to be a specific sentence or two that really emphasizes our ideas so that this is crystal clear for our reader. Let's look at our openings/introductions to see which sentence does that or if we need to add one <p>Writers maintain a formal style of writing.</p> <p>Writers talk with & support partners.</p>	<p>Writers organize and plan their writing using a t-chart or boxes and bullets</p> <table border="1" data-bbox="1262 805 1948 932"> <thead> <tr> <th data-bbox="1262 805 1528 870">Claim</th> <th data-bbox="1528 805 1948 870">Evidence from text</th> </tr> </thead> <tbody> <tr> <td data-bbox="1262 870 1528 932"></td> <td data-bbox="1528 870 1948 932"></td> </tr> </tbody> </table>	Claim	Evidence from text		
Claim	Evidence from text					

	<p>Writers choose a claim they can support throughout the book about a character.</p> <p>Writers focus on “rich” parts of a story to use as their claim (character relationship, character change, issues (personal or social) the character faced</p> <ul style="list-style-type: none"> ● Writers set the context of the text evidence by giving a little bit of information about the story before transitioning into the specific text evidence. We do this so our readers understand our point 	
<p>Draft</p>	<p>Writer’s zoom in to find actions, thoughts, and words spoken by the character that supports their claim</p> <ul style="list-style-type: none"> ● Writers know that when we are developing a literary essay, we want to share a specific message about a character or theme. We can do this by thinking about how we phrase our claims so that there is universal message to be shared by using sentence starters such as... <ul style="list-style-type: none"> ○ In life often... ○ Sometimes we might find that... ○ As people there might be times when... ○ When ____ happens, we can either choose to ____ or ____ <p>Writers use evidence or specific quotes from the story that have a big impact on the story</p> <p>Writers use partner sentences to say more about the quote and how it shows [<i>Why or how does this show the character is __?</i>]</p>	<p>Ways to Elaborate:</p> <ol style="list-style-type: none"> 1. Read the paragraph and look for a piece of evidence 2. Give each piece of evidence a partner sentence. <ol style="list-style-type: none"> a. give an example, “One example is...” b. Explain what it means “This means...” c. connect it to the topic sentence “This shows...” 3. Make sure every piece of evidence has a partner.

<p>Writers develop introductions and conclusions</p>	<p>Writers might introduce their topic by stating, “At first I thought... but now I realize...”</p> <p>Writers compose an introductory paragraph that states their opinion and shares their main reasons by including a SUPER short summary of the story, presenting their thesis statement, and listing their reasons.</p> <p>Writers compose a conclusion paragraph that restates their opinion and sums up their reasons</p>	
<p>Revise</p>	<p>Writers use a checklist to be sure they include all the parts of a literary essay</p> <ul style="list-style-type: none"> ● Writers use an editing checklist and begin to edit their essays looking for one part at a time. We can do this by only looking for punctuation, then at capital letters, then for structure, etc. ● Writers look back at the purposes of each of the language conventions and make decisions about how to use them in their essays ● Writers edit their work by playing with the sentence structure. Perhaps making shorter statements longer and changing longer statements to be shorter. <p>Writers include transitional phrases between parts</p> <p>Writers change general words to specific words</p> <p>Writers make sure all evidence fits with the paragraph and delete parts that do not</p>	

	Writers check the evidence so it build across the paragraph	
Publish		<i>Reminder: collect student samples to build mentor text collection for following year</i>
Unit Reflection	<p>-Writers look back at their notebooks, drafts, and think about how they've grown as a writer</p> <p>-Writers look back at their notebooks, drafts, and think about setting a goal or what they want to focus on moving forward</p>	
Assessment:		
<ul style="list-style-type: none"> ● Notebook Assessment ● On- Demand / Published Piece 		

Grade 3 Unit 6

Unit Overview

Content Area: ELA - Writing

Unit Title: Fairytale

Grade Level: 3

Unit Summary:

In this unit, students will become familiar with a variety of fairytales and select one to adapt. Students will move through the writing process with a focus on enhanced techniques of storytelling that is specific to fantasy/fairytale writing.

Interdisciplinary Connections:

1.1.5.C.1 Evaluate the [characteristics of a well-made play](#) in a variety of scripts and performances.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.

21st Century Themes and Skills:

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.

9.1.8.B.1 Use multiple points of view to create alternative solutions.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Educational Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Learning Targets	
NJ Learning Standards (Content and Technology):	
CPI#:	Statement:
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue.
<p>Unit Essential Question(s): open-ended Q, no answer; written in way that can be phrased to students in class; align w/ goals of unit; more why/how, less what (Ex: post these Q's @ beginning of unit to have students discuss)</p> <ul style="list-style-type: none"> ● Why do writers adapt fairytales? ● How do writers compose well-crafted fairy tales? ● What are the qualities of fairy tales? 	<p>Unit Enduring Understandings: answers to essential questions (what our ideal would be that the students would know @ end of unit)</p> <ul style="list-style-type: none"> ● Writers adapt to tell a story or learn a theme; for humor and to make audience laugh ● Writers choose specific words and phrases for effect

Unit Learning Targets/Objectives: observable things we can see them do in a piece of writing or conference; just put goals written & tweak (can be just 5 or 6)

Students will...

- Compose an adaptation fairytale that includes predictable story elements, fictional character w/ motivation, setting, problem, and solution
- Develop character through dialogue and description
- Writers use grade level conventions to share their ideas with clarity

Evidence of Learning

Formative Assessments:

- conferences with writers
- examining student notebook entries and letter drafts
- review of student checklists, graphic organizers, etc.
- participation
- observations
- peer and self-assessment

Summative/Benchmark Assessment(s):

- final project

Alternate Assessment(s):

- research and write a fairy tale
- Oral assessment
- 1:1 conversations/input
- self assessment

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

- **Special Education/504 writers**
 - Allow errors
 - Rephrase questions, directions, and explanations
- **At-Risk writers**
 - Provide extended time to complete tasks

- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications
- Utilize fairy tales that are known to the student
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
 - Utilize fairytales from ones' own country that are well known to the student
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary
- **Gifted and Talented writers**
 - Provide extension activities
 - Build on writers' intrinsic motivations
 - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement
 - Introduce new fairy tales that students may not know in order to enhance their knowledge of the genre.

Lesson Plans

Goals	Suggested Teaching Points <i>(some are whole-class, conference, or small group)</i>	Teaching Ideas and Tips
Writers understand the genre of fairy tales Immersion	Immersion Week <ul style="list-style-type: none"> - Writers notice story elements of a fairytale and determine what it is and what it isn't (What do all fairytales have?) - Writers notice and write about the story elements in a fairy tales they read. - Writers annotate a text with the class and teacher to notice what makes a fairytale special. (do this across days with multiple texts) - Writers use their imaginations to discuss their own versions of 	Pre-Assessment: Give one period for students to write in this topic/ genre. Mentor Texts <ul style="list-style-type: none"> ● Little Red Riding Hood ● Cinderella ● Three Little Pigs ● The True Story of the Three Little Pigs by A. Wolf ● Three Billy Goats Gruff Pacing: 1 week read a new story each day Student Work: Make 4 boxes in notebook character, setting, problem, solution CHART Story Elements (w/ example from story read as class) ANCHOR CHART: What makes Fairytales special/ Fairytales?

	<p>fairytale by thinking, “What if I changed the character to...?” or “What if the setting was...?” (this is not in writing but a discussion after a read aloud)</p>	<ul style="list-style-type: none"> - form of magic - things done in three’s (or 7’s) - talking animals - fairytale problem (Character wants something, some kind of trouble occurs, and resolution) - hero/ villain - setting: simple/basic- far away land <p>(Note they don’t need to learn all of this but it can become talking points for what to notice below):</p> <ol style="list-style-type: none"> 1. A fairy tale begins with "Once upon a time..." 2. Fairy Tales happen the long ago. 3. Fairy Tales have fantasy and make believe in them. 4. Fairy Tales have clearly defined Good characters vs. Evil characters. 5. Royalty is usually present in a fairy tale, a beautiful princess/ handsome prince. 6. There may be magic with giants, elves, talking animals, witches or fairies. 7. Fairy tales have a problem that needs to be solved. 8. It often takes three tries to solve the problem. 9. Fairy tales have happy endings – “they all lived happily ever after.” 10. Fairy tales usually teach a lesson or have a theme.
<p>Collect Entries</p>	<ul style="list-style-type: none"> - Writers generate ideas for: <ul style="list-style-type: none"> o setting o character with traits and character wants o the obstacle that the character needs to overcome. o for the hero/villain o how the problem will be resolved 	<p>Adaptations: Watch YouTube/ video clips of adapted fairy tales movie trailers</p> <p>5-7 Teaching points</p> <p>Through discussion have writers consider parts they may want to adapt and how it would change the story</p>

	<ul style="list-style-type: none"> - Writers create multiple versions of the stories by adapting different parts - Writing select a significant/meaningful part of the story to change - Writers develop the setting with respect to the land or culture - Writers connect characters to the setting (i.e. gown for a royal ball; spacesuit for an astronaut/ outer space setting) - Writers connect weather to setting (far away land with temperate weather vs. ocean with a storm) - Writers determine character traits/ characteristics of their character - Writers develop their characters by describing him/her and what the character wants. - 	
<p>Writers draft their story to</p>	<p>Choose one to draft.</p>	<p>Exposure to cultural fairytales?</p>

<p>include elements of a fairy tale</p>	<ul style="list-style-type: none"> • Writers tell their story across 5 fingers to their partner and take suggestions to plan their story mountain • Writers make a story mountain to plan their draft • Writers use their story mountain to draft their story from beginning to end 	<p>Create a T chart:</p> <table border="0"> <tr> <td>original setting</td> <td>adapted/changed setting</td> </tr> <tr> <td>original characters</td> <td>adapted character</td> </tr> <tr> <td>original problem</td> <td>adapted problem</td> </tr> <tr> <td>original story events</td> <td>adapted story events</td> </tr> <tr> <td>original resolution</td> <td>adapted resolution</td> </tr> </table> <p><u>Character Development:</u></p> <ul style="list-style-type: none"> • Generate a list of a good character and it's character traits and circle the ones you want to use • Generate a list of a bad character and it's character traits and circle the ones you want to use <p>Student Planning Sheet- Adapt a Fairytale</p> <p>How to Adapt Fairy Tale Anchor Chart</p> <p>Graphic Organizer/ Sentence Starters</p>	original setting	adapted/changed setting	original characters	adapted character	original problem	adapted problem	original story events	adapted story events	original resolution	adapted resolution
original setting	adapted/changed setting											
original characters	adapted character											
original problem	adapted problem											
original story events	adapted story events											
original resolution	adapted resolution											
<p>Writers develop the scenes of their fairytales</p>	<ul style="list-style-type: none"> - Writers focus on the beginning & ending their fairy tales: How do authors begin and end their stories? Beginning: Once upon a time; Telling the backstory. - Writers focus on their endings: Happily ever after; Narrator 	<p>Ways to Adapt Fairy Tale Anchor Chart</p> <p>Show, Don't Tell</p>										

	<p>ends the story with something dramatic; character says something that ends the story; Do endings fit the story? Does it make sense?</p> <ul style="list-style-type: none"> - Writers use precise language that accurately describe what is happening; using words to accurately describe our characters; having characters use fairy tale-like language. - Writers use dialogue to develop action in the story - Writers select a scene and write everything that happens in that scene - Writers show what happens in the story rather than telling 	<p>Blowing out a scene: have students draw sketches/ pictures of what happens and provide captions. Take captions to paragraph level for each scene?</p>
<p>Writers use grade level conventions to share their ideas with clarity</p>	<ul style="list-style-type: none"> - Writers use transition words/ phrases to move the story along - Writers vary how they start their sentences - Writers use metaphors to paint a picture for their readers - Writers provide a variety of ways to begin their sentences - Writers use different types of sentences (i.e. short and 	<p><i>Options for extension: write a prequel or sequel to a story</i></p> <p>CHART- Paragraphing:</p> <ul style="list-style-type: none"> - tell across fingers then write on separate pages. each page can equate to a paragraph

	<p>complex or repetition to provide effect)</p> <ul style="list-style-type: none"> - Writers use proper quotations when a character is speaking - Writers make paragraphs by indenting to alert the reader of when a new scene or character is speaking 	
Writers publish their writing	Writers follow their draft and edits to publish their writing	