

Writing

Grade 3

Prepared by:

Jennifer Stalb and Yaris Chase

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

August 23, 2022

Born on September 2017
Revised June 2019
Revised March 2020
Revised August 22, 2022

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, elaboration, conventions).	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.
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:

Informational:

- presents information or explains ideas and concepts
- organized by category
- goal is to be a teacher to others

Opinion/ Argument:

- 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

Narrative:

- recounts a story (true or fictional)
- organized by a series of events
- goal is to engage the reader in the journey of the characters

The image also includes three diagrams: 1. An informational diagram with a 'Title' box, two 'Category' boxes (each with a list of three items), and a 'Category' box with a list of three items. 2. An opinion/argument diagram with a 'Claim' box, and three 'Support' boxes labeled A, B, and C. 3. A narrative diagram showing a horizontal line with five boxes above it and five boxes below it, connected by vertical lines, representing a sequence of events.

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)			

Grade 3 Writing Curriculum

Course Description:

The 3rd 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.

Course Sequence:

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

Pre-requisite:

Grade 2

UNIT #1**Overview****Content Area: ELA-Writing****Unit Title: Create a Culture of Learning****Grade Level(s): 3rd**

Core Ideas: 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 their value is honored within the writing classroom.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

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.

NJSLA.SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLSA.L1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLA.SL.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLA.SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.CT.3

Describe how digital tools and technology may be used to solve problems.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Interdisciplinary Connection

1.5.5.Cr2c

Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**SEL:**

GROWTH MINDSET: The Power of Yet: Read-alouds and class discussion to develop a growth mindset about writing and learn to persevere through and celebrate struggles.

Unit Essential Question(s):

- How do we lead an independent writing life?

Unit Enduring Understandings:

- Writers recognize successes and set goals for improvement in order to celebrate the process rather than focusing on their destination.

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

Alternative Assessments:

- WeVideo creation about conferences
- Flip Grid
- Oral assessment

Resources/Materials:

- Unit Outline
- *The Writing Strategies* by Jennifer Serravallo

Mentor Texts

I'm Here by Peter Reynolds
The Most Magnificent Thing by Ashley Spires
Ish by Peter Reynolds
Enemy Pie by Derek Munson

Videos

[Mindset Video Clips](#)
[Perseverance Video Clips](#)

Key Vocabulary:

- conferences
- stamina
- identity
- collaborate

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Getting to Know You	Identify who they are as writers and who they want to become	<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 with yourself. Read <i>I'm Here</i> by Peter Reynolds	1day
Developing Our Writing Community	Understand how to be active members of a writing community	<i>Writers have a space in the classroom where they keep their tools.</i> Work with a partner to decide on what tools do you think you will need? What does your ideal writing space look like?	1day

		<p>Consider both your own writing environment and the environment for our classroom</p> <p>Split paper and design the classroom and your place.</p> <p>Space for classroom</p>	
Notebooks	<p>Create a writer's notebook with purpose and intention</p> <p>Develop an understanding of the purpose of our 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 things that are important to them.</p> <p>Decorate notebooks</p> <p>Share: pick a photo to share with the class</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?) 	2 days
Mindset	<p>Develop a growth mindset toward their writing and learn to celebrate their struggles</p>	<p>SEL MANDATE Instead of "I can't do it..." try "I can't do it yet..." *Discuss the power of "yet"</p> <p><u>Mindset Video Clips</u></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> <p>READ ALOUD: <i>The Most Magnificent Thing</i> by</p>	1 day

		Ashley Spires	
Anticipated Struggles Writer's Face	Differentiate between being an independent writer and writing independently	<p>SEL MANDATE <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 READ ALOUD: <i>Ish</i> by Peter Reynolds</p>	1day
Partnerships	Understand how to be active members of a writing community	<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. *Listening *Flexible *Patient *Hardworking *Respond productively</p> <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.</p> <p>Introduce the sailor quote. - "A sailor will never be great on smooth water." (images to support)</p> <p>READ ALOUD: <i>Enemy Pie</i> by Derek Munson</p>	1day

Pushing Ourselves	Identify who they are as writers and who they want to become	<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.</p>	1 day
Surveys		<p><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;</p> <p><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>	2 days
Creating a Writing Action Plan	Differentiate between being an independent writer and writing independently	<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"</p> <p>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</p>	1 day

		<p>different?</p> <p>Writers today we are going to How can we stay focused on our writing for today? Writers make an “action plan”.</p> <p>Go back and work on/ finish</p>	
Using Tools & Resources	Differentiate between being an independent writer and writing independently	<p><i>Writers have many tools that they keep in their classroom. Work with a partner to decide on what tools you think you will need?</i></p> <p>Introduce writing folder (personal word wall, mentor texts, additional tools)</p> <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>Writers begin to develop their writing identity</p> <p>Create a Writing Wall in classroom to post writing identities</p> <p>Chart what makes a good writing partner</p>	1 day
Conferencing	Understand how to be active members of a writing community	<p><u>Roles of a minilesson</u> (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)</p>	1 day

		<p>*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 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></p>	
Turn & Talk	Understand how to be active members of a writing community	<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)</p> <p>**How do you enter a conversation?</p> <p>**How do you keep a conversation going? (live in one) I’m going to ask a question.</p> <p>**How do you leave a conversation?</p> <p>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>	1 day
Writing Identity	Identify who they are as writers and who they want to become	<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... 	2 days
Writing on a Computer		Instruct how to use computers/ expectations for computer use:	1 day

		<p>Writing Identity Google Classroom Template (make a copy of this)</p> <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 	
Partner Reveal & Share	Understand how to be active members of a writing community	<p>Reveal writing partners</p> <p>Share writing identity with partner. Share: What have you learned about your partner? What are you committed to helping them with?</p>	1day
Teacher Notes:			
Additional Resources:			
<p>Books About Perseverance Roles of a minilesson (chart roles of student writers for <i>mini lessons</i>) Writing Identity Google Classroom Template</p>			
Differentiation/Modification Strategies			
Students with Disabilities	English Language Learners		
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments ● Allow errors in speaking 		

<ul style="list-style-type: none"> ● Accept participation at any level, even one word 	<ul style="list-style-type: none"> ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks ● Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	<ul style="list-style-type: none"> ●

UNIT #2	
Overview	
Content Area: ELA-Writing	
Unit Title Small Moment. Narrative	
Grade Level(s): 3rd	
Core Ideas: 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.	
Standards (Content and Technology)	
CPI#:	Statement:
Performance Expectations (NJSL)	
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 planning, revising, editing, rewriting, or trying a new approach.
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. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).
NJSLSA.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.
NJSLSA.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. 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.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school,

	community agencies, governmental, online) that can aid in solving the problem
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
Technology Literacy (standard 8 or 9.4.(TL))	
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Interdisciplinary Connection	
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
1.5.5.Cr2c	Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
SEL/Diversity/Inclusion: Relationship Skills Students focus on character development by creating positive relationships between characters and create a plan on how to deal with the conflict.	
Unit Essential Question(s): <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? 	Unit Enduring Understandings: <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
Evidence of Learning	
Formative Assessments: <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 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> -final project 	
Alternative Assessments: <ul style="list-style-type: none"> -student presentation -Flip Grid -oral assessment 	
Resources/Materials: <ul style="list-style-type: none"> ● Unit Outline ● http://elizabeth-moore.com/paper-choices-materials/ ● <i>The Writing Strategies</i> by Jennifer Serravallo 	Key Vocabulary: <ul style="list-style-type: none"> ● expectations ● brainstorm ● dialogue ● quotation marks ● drafting ● editing ● revising ● publish
Suggested Mentor Texts: <i>Come on, Rain</i> (Hesse)	

<i>Owl Moon</i> (Yolen) <i>Sheila Rae's Peppermint Stick</i> (Henkes) <i>Knucklehead-- Car Trip</i> (Sczieska) <i>Roller Coaster</i> (Frazee)	<ul style="list-style-type: none"> ● flashdraft ● setting ● characters ● plot ● elaborate ● onomatopoeia ● descriptive details ● subject ● predicate
--	---

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Writer's Notebooks	<p>Writers use tools for developing independence</p> <p>Independently go through the writing process using a notebook</p> <p>Writers set expectations for writing workshop</p>	<p>Writers decorate their notebooks with topics they care about and know a lot about</p> <p>Teacher model what a notebook is and and is not used for.</p> <p>Teacher demonstrates own notebook to students</p> <p>Clarify what a notebook is and and is not used for. Create a chart about the use of notebooks</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) 	5 days
Drafting a Real-Life story	Compose a real-life story told in sequence that establishes setting, character and includes a plot- beginning, middle, and	<p>Select 2-3 brainstorm from the following list:</p> <p>Writers can brainstorm by..</p>	3-4 days

	<p>end</p> <p>Independently go through the writing process using a notebook</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>Students spend 3-4 days brainstorming and creating flash drafts before selecting a story to write</p> <p>Students then make a plan by writing events on sticky notes (allows for reorganization of story)</p>	
<p>Drafting a Focused Story on One Moment</p>	<p>Compose a real-life story told in sequence that establishes setting, character and includes a plot- beginning, middle, and end</p>	<p>Writers first develop the setting</p> <p>Writers then include a beginning, middle, and end in their story</p> <p>Writers start their stories with a strong lead</p> <ul style="list-style-type: none"> ● with dialogue 	<p>3-4 days</p>

		<ul style="list-style-type: none"> ● in the middle of the action 	
Character Development	<p>Writers include character description</p> <p>Use dialogue and internal thinking to develop the character</p>	<p>Teacher conducts mini lessons on the following strategies:</p> <ul style="list-style-type: none"> -Writers show, rather than tell what their character does, thinks or says -Writers use descriptive language/sensory details to make their stories come alive -Writers use dialogue to show what the character is saying -Writers include description of what the character is thinking -Writers use onomatopoeia make their writing jump off the page 	2 days
Editing & Revising	<p>Writers edit to help readers understand their the power of their story</p> <p>Writers revise to help readers understand their the power of their story</p> <p>Edit for capitalization, punctuation, and spelling</p>	<p>Areas of Focus/Mini-lesson topics</p> <ul style="list-style-type: none"> --stretching out the important moment - find the heart of the story and blow out the scene by elaborating and adding more details -format the story to include paragraphs new setting, ideas, character speaking, by inserting a paragraph symbol -format writing to include quotations for dialogue - remove details or moments from their story that don't connect -change the order of their story to make sure it is told in order - mechanics & spelling <p>Writers meet with their writing partners to make suggestions on draft</p> <p>Strategies for spelling words correctly:</p>	2 days

		<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 	
Publish	Writers follow their draft and revisions to write their final copy	<p>Provide different paper choices for students</p> <p>Have draft out on desk next to published copy when publishing</p> <p>Possible Anchor Chart for Publishing</p> <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! 	1-2 days
Reflection	Writers use reflection as part of the process to revise and strengthen their writing	<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>	1 day

Teacher Notes:**Additional Resources:**

Consider this for ideas for writing center: <http://frogsandcupcakes.blogspot.com/2014/03/writing-center-update.html>

LearnZillion videos (for use with class or individually)

Dialogue-

<https://learnzillion.com/assignments/6MJ86M2>

Show, don’t Tell

<https://learnzillion.com/assignments/3TM676F>

Differentiation/Modification Strategies

Students with Disabilities

English Language Learners

<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● 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 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments ● Allow errors in speaking ● Accept participation at any level, even one word
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks ● Provide rewards as necessary
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan 	<ul style="list-style-type: none"> ●

UNIT # 3	
Overview	
Content Area: ELA-Writing	
Unit Title: Informational Writing	
Grade Level(s): 3rd	
Core Ideas: 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.	
Standards (Content and Technology)	
CPI#:	Statement:
Performance Expectations (NJSLS)	
NJSLA.W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
NJSLA.W.3.2.	Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
NJSLA.W.3.2.	Develop the topic with facts, definitions, and details.
NJSLA.W.3.2.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
NJSLA.W.3.2.	Provide a conclusion.
NJSLA.L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. *
NJSLA.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).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Interdisciplinary Connection	
6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Amistad:	

Using Scholastic News and Times for Kids, students will explore various articles about African Americans and other cultures, and utilize text/graphic features to learn more about their history.

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 communicate their ideas and teach about their topic in a variety of ways
- Writers use specific word choice to enhance their writing
- Writers take their audiences into consideration when composing their ideas

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

Alternative Assessments:

- student presentation
- Flip Grid
- oral assessment

Resources/Materials:

- Unit Outline
- *Bringing Life to Words* by Isabel Beck

Non-Fiction Texts and Authors

- Seymour Simon
- *Time for Kids*
- *Scholastic News*
- *Manatees* by Laura Marsh

Key Vocabulary:

- stream write
- generate
- tier vocabulary
- domain-specific
- elaborate
-

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Special Features in Nonfiction Texts	Identify different types of text and graphic features authors use and how they enhance the readers' understanding of the text	Immersion Week Writers explore nonfiction texts and make observations about the text features in mentor texts AMISTAD Using Scholastic News and Times for Kids, students will explore various articles about African Americans and	4 days

		<p>other cultures, and utilize text/graphic features to learn more about their history.</p> <p>Pre-Assessment: Give one period for students to write in this topic/ genre.</p> <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)</p> <p>** Pick a topic that everyone is experts in: recess, writing/reading workshop**</p>	
Generating Topics	<p>Develop topic categories by creating Table of Contents</p> <p>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).</p>	<p>Brainstorm topics that could teach others about and write a sample table of contents which can be used to organize writing across pages</p> <p>Consider possible facts and information would go in each chapter</p> <p>Partner Share:</p> <ul style="list-style-type: none"> ● share their chapter titles to their writing partnerships and then explain verbally what could go on each one of the pages. ● ask questions to help their partners say more. <p>Helpful Sentence Starters</p> <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> 	2 days
Explore Ways to Draft and Share Information	<p>Make decisions about which structure will best display the information</p> <p>Use prior knowledge to teach</p>	<p>Introducing Each Chapter</p> <ul style="list-style-type: none"> ● Paint a picture/Set the scene ● Share a shocking fact ● Mini-story to capture the readers interest 	3-4 days

	<p>the reader about a specific topic through creating an “All About Book” that includes text and text features (index, glossary, photographs/illustrations, etc).</p>	<p>Concluding the Writing Piece</p> <ul style="list-style-type: none"> ● Summarize all the reader learned ● Leave the reader with a few remaining questions <p>Organizational Structures</p> <ul style="list-style-type: none"> ● Try different organizational structures on for size ● explore a few different structures, noting how those structures affect the way they think about a topic <ul style="list-style-type: none"> ○ topic and info ○ cause and effect ○ problem and solution, ○ chronological <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>Using Vocabulary</p>	<p>Recognize that different vocabulary is used to communicate more specifically about our topic.</p> <p>Choose which domain specific vocabulary or academic language will help readers learn more about the topic</p>	<p>Mini-lesson: Tier Vocab</p> <ul style="list-style-type: none"> ● Domain Specific Vocabulary (Tier 3) ● Academic Vocabulary (Tier 2) <p>Resource: <i>Bringing Life to Words</i> by Isabel Beck</p> <p>Present a piece of writing to students and identify tier 2 and tier 3 words</p> <p>Develop a definition for tiers with class.</p> <p>Students examine their own writing and identify tier 3 vocab that should be included and places to enhance their writing by using tier 2 words</p>	<p>1-2 days</p>
<p>Elaborating</p>	<p>Elaborate on text by including</p>	<p>Adding Details to Interest Readers</p>	<p>2-3 days</p>

	<p>facts, details, and explanations related to the category</p>	<ul style="list-style-type: none"> ● add fascinating facts ● include interesting ideas ● Find a way to include both <p>Writers pick a fact and write more about it.</p> <p>Specific Words</p> <ul style="list-style-type: none"> ● Bold key words ● Add definition clues (in parentheses) or a glossary ● <p>Twin Sentences</p> <ul style="list-style-type: none"> ● start with one sentence followed by another that says more about the same thing. <ul style="list-style-type: none"> ○ EX: Dolphins stick together in pods. Pods are like a family. <p>Conclusions</p> <ul style="list-style-type: none"> ● remind the reader about the big ideas 	
<p>Revising</p>	<p>Identify sections that may need more research and add more</p> <p>Add text and graphic features to emphasize key words and ideas</p>	<p>Revision</p> <p>Working independently or with a partner, look for places that need more development. Research as needed and further develop that section.</p> <p>Use the topic above to elaborate on ideas</p> <p>Add text and graphic features to enhance the piece</p> <p>Options for Text Features:</p> <ul style="list-style-type: none"> - headings - bold vocabulary - glossary - list of key points - Venn diagram <p>Examine the structure used and decide if it works best</p> <p>Options for Structure</p> <ul style="list-style-type: none"> - how To - Cause and Effect - Chronological/ Sequential (Timeline) 	<p>2-3 days</p>

		<p>- Pictures and Captions</p> <p>For example, an informational paragraph that compares and contrasts might be better in the form of a Venn diagram.</p> <p><u>Extension/ Optional:</u> Write an “About the Author” to attach to book</p>	
Publish	Writers follow their draft and revisions to write their final copy	<p>Provide different paper choices for students</p> <p>Have draft out on desk next to published copy when publishing</p> <p>Possible Anchor Chart for Publishing</p> <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! 	1-2 days
Reflection	Writers use reflection as part of the process to revise and strengthen their writing	<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>	1 day
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● Allow errors 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students’ intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials 	

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Simplify language on assessments ● Allow errors in speaking ● Accept participation at any level, even one word
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I &RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks ● Provide rewards as necessary
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan 	<ul style="list-style-type: none"> ●

UNIT #4**Overview****Content Area: ELA-Writing****Unit Title: Opinion****Grade Level(s): 3rd**

Core Ideas: 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.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

NJSLA.R6

Assess how point of view or purpose shapes the content and style of a text.

NJSLA.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.

NJSLA.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

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.4.5.CI.

Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Technology Literacy (standard 8 or 9.4.(TL))

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Interdisciplinary Connection

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.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**Diversity & Inclusion:**

Read the story, The World Needs More Purple People by Kristen Bell. Discuss how the main character shares her opinion and provide several reasons as to why more people should strive to become a purple person. A purple person is one who is accepting of others and tries to make the world a better place.

Unit Essential Question(s):

- How do writers share their opinion with others?
- For what reasons do writers form opinions about topics?

Unit Enduring Understandings:

- 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

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>Alternative Assessments:</p> <ul style="list-style-type: none"> -student presentation -Flip Grid -oral assessment 			
<p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Unit Outline ● “The World Needs More Purple People” by Kristen Bell 		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● persuade ● hook ● transition words 	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Generating Ideas/ Brainstorming	Generate ideas about topics with strong personal connection	<p>Pre-Assessment: Give one period for students to write in this topic/ genre.</p> <p><i>Teacher models all steps in process in own notebook.</i></p> <p>DIVERSITY & INCLUSION: Read <u>The World Needs More Purple People</u> by Kristen Bell. Class discussion on the main character’s opinion and create a list to show her reasons for why people should strive to be more purple.</p> <p><i>Suggested Sequence:</i> 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)</p> <p>Flash drafts (write long).</p>	1-2 days
Introducing Topic	Compose an introduction to introduce their opinion	<p>Hook options for each topic:</p> <ul style="list-style-type: none"> ● Start with asking a question 	1 day

		<ul style="list-style-type: none"> ● Share why the topic matters ● Give some background knowledge ● Telling a surprising or important fact about your topic <p>State Opinion on Topic after Hook</p>	
Brainstorm Reasons & Developing Them	<p>Elaborate on their ideas by providing multiple reasons to support their opinion</p> <p>Compose a conclusion that restates their opinion</p>	<p>Develop reasons to support your opinion and then add sentences to each reason statement to expand writing.</p> <p>Partner Sentences State a reason in one sentence and then develop a partner sentence.</p> <p>Example</p> <ul style="list-style-type: none"> ● Partner Sentence: <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. ● Adding a Specific Example: <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> <p>Transition Phrases Writers use transition words or phrases to further explain or support their opinion</p> <ul style="list-style-type: none"> ● one reason ● another reason ● this is why ● for example ● one example of this is 	1-2 days
Further Elaboration	Elaborate on their ideas by providing multiple reasons to	Writers reach/convince their readers by writing with details.	1 day

	<p>support their opinion</p>	<p>To help readers envision something, writers use lots of details and precise language.</p> <ul style="list-style-type: none"> ● Sensory Details ● Show, Don't Tell <p>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.</p>	
<p>Powerful Language</p>	<p>Enhance their writing by adding in and replacing boring/weak words with more powerful language.</p>	<p>Writers avoid wishy-washy language. Avoid words like “sort of” or “maybe” etc. Weak Example: <i>“Maybe your Dad is fun, but mine can be pretty great too.”</i></p> <p>Writers use convincing words without being too bossy.</p> <p>For example, I wouldn't want to say, Weak Example: <i>“You might think your Dad or Mom is the best, but really mine is!”</i></p> <p>Writers can elaborate/say more by using prompts to push our thinking and writing.</p> <p>Some key prompts for elaboration when writing reviews include:</p> <ul style="list-style-type: none"> ● “This is important because...” ● “The reason for this is...” ● “This shows that... because...” <p>Writers can add details to one of their pieces, by carefully choosing exact writing crafts that add to the persuasiveness of the piece</p> <ul style="list-style-type: none"> ● Stirring up emotions ● A call to action “We must come together to...” 	<p>1-2 days</p>

		<ul style="list-style-type: none"> ● 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 <p>Writers can make their persuasive petitions more persuasive by adding anecdotes/small-focused stories about their subjects into their letter or speech.</p>	
<p>Conclusions</p>		<p>Show students how you try out several different endings for you opinion pieces. 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> <p>We can do this by using a comparison to convey our true opinion.</p> <p>Language to support students’ use of comparisons:</p> <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 <p>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:</p> <ul style="list-style-type: none"> ● “Not everyone feels this way about...” ● Some people say... 	<p>1 day</p>

		<ul style="list-style-type: none"> ● Some complain that... But I still think..." 	
Revision	<p>Revise writing to make them more persuasive</p> <p>Revise mechanics and spelling to produce a fluid final piece</p>	<p>Writers use editing checklists (you can add new language convention skills you have been working on to these checklists).</p> <p>Writers can edit for capitalization of proper nouns- Remind students about capitalizing proper nouns.</p> <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. ● DO NOT capitalize the little words such as: <i>and, the, of, etc...</i> <p>Writers reread their drafts, each time looking through a different "editing lens" (editing for a different language convention each time).</p> <p>Writers will use conventions of writing to make sure their writing is readable to others (uppercase letters, punctuation, spelling)</p> <ul style="list-style-type: none"> ● Writers will use quotation marks when using dialogue (just quotation marks, not punctuation) 	1 day
Publish	<p>Publish final copy of writing piece</p>	<p>Provide different paper choices for students</p> <p>Have draft out on desk next to published copy when publishing</p> <p>Possible Anchor Chart for Publishing</p> <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 	1 day

		<ul style="list-style-type: none"> ● Be proud! 	
Reflection	Reflect on the writing process, the final piece, and the growth as a writer	<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>	1 day
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● 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 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments ● Allow errors in speaking ● Accept participation at any level, even one word 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 		<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks 	

	<ul style="list-style-type: none">● Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none">● Consult 504 Plan	<ul style="list-style-type: none">●

UNIT #5**Overview****Content Area: ELA-Writing****Unit Title: Character Essays****Grade Level(s): 3**

Core Ideas: 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.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLS)**

NJSLSA.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.
NJSLSA.W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
NJSLSA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
NJSLSA.W.3.1.B	Provide reasons that support the opinion.
NJSLSA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
NJSLSA.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.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 beginning dictionaries, as needed to check and correct spellings.
NJSLSA.L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
NJSLSA.L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

	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).
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.2.5.CAP.	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
Technology Literacy (standard 8 or 9.4.(TL))	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Interdisciplinary Connection	
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
Holocaust: Read a story related to the Holocaust and Jewish tradition such as “The Hannakah Candle” by Samantha Beal as the model and track the character’s actions, feelings, motives, words in modeling the essay process.	
Unit Essential Question(s): <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? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Writers use clues the author provided to gain evidence to support their thinking. ● By studying a character, writers can make connections to the people and the world around them.
Evidence of Learning	
Formative Assessments: <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 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> -final project 	
Alternate Assessment(s): <ul style="list-style-type: none"> -Flip Grid -Oral assessment 	

<p>Resources/Materials:</p> <ul style="list-style-type: none"> ● Unit Outline ● http://elizabeth-moore.com/paper-choices-materials/ <p>Prior Suggested Fiction Read Alouds:</p> <ul style="list-style-type: none"> ● <i>Stone Fox</i> -John Reynolds Gardiner ● <i>My Name is Maria Isabella</i> - Alma Flor Ada ● <i>The Year of Billy Miller</i> - Kevin Henkes ● <i>Too Many Tamales</i>- Gary Soto ● <i>A Day's Work</i> - Eve Bunting ● <i>Chicken Sunday</i> - Patricia Polacco <p>General Opinion Writing Mentor Texts (great for introducing the idea of forming and supporting an opinion)</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...</i> (series) <p>Series Books: <i>Henry and Mudge</i> (J) <i>Horrible Harry</i> (level L-N) <i>Magic Tree House</i> (level M)</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● claim/thesis statement ● character traits ● merge
--	---

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
<p>Generate Ideas and Collect Entries</p>	<p>Analyze a literary essay to learn from a mentor text</p> <p>Determine their purpose for writing a character essay</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>What is your perspective on a character? Look at different people's opinions (mom vs. student)</p>	<p>2-3 days</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>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>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 	
<p>Identifying Evidence</p>	<p>Identify specific evidence within the text to prove the written claim.</p>	<p>Writer’s zoom in to find actions, thoughts, and words spoken by the character that supports their claim</p> <p>HOLOCAUST MANDATE Use “The Hannakah Candle” by Samantha Beal or a similar story to model character analysis.</p> <p>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...</p> <ul style="list-style-type: none"> In life often... 	<p>1 day</p>

		<ul style="list-style-type: none"> ● 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>Planning</p>	<p>Plan out an essay that proves a claim, includes specific examples from the text, and explanations.</p>	<p>Writers use introductions and conclusions to set up and close their arguments.</p> <p>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</p> <p>Writers organize and plan their writing using a t-chart or boxes and bullets</p> <table border="1" data-bbox="812 1323 1282 1617"> <tr> <td colspan="2">CLAIM:</td> </tr> <tr> <td>Evidence from Text</td> <td>Merging of thinking/Explanation</td> </tr> <tr> <td></td> <td></td> </tr> </table>	CLAIM:		Evidence from Text	Merging of thinking/Explanation			
CLAIM:									
Evidence from Text	Merging of thinking/Explanation								
<p>Identifying Evidence</p>	<p>Identify specific evidence within the text to prove the written claim.</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 							

		<p>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...</p> <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>Elaboration</p>	<p>Elaborate on text by including facts, details, and explanations related to the category</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>Introductions and Conclusions</p>	<p>Compose an introductory paragraph that briefly summarize that story and presents their opinion/purpose for writing</p> <p>Develop a conclusion paragraph that restates the</p>	<p>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</p> <p>Review ways to introduce their topic</p>	<p>2-3 days</p>

	claim and sums up the given reasons presented in the body of the essay	<p>“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>	
Revision	<p>Revise mechanics and spelling to produce a fluid final piece</p> <p>Examine the purpose of each section and revise the language used to convey ideas</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</p> <ul style="list-style-type: none"> ● transitional phrases between parts ● specific rather than general words ● evidence that fits with the paragraph 	
Publish	Publish final copy of writing piece	<p>Provide different paper choices for students</p> <p>Have draft out on desk next to published copy when publishing</p>	1 day

		<p>Possible Anchor Chart for Publishing</p> <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 	
Reflection	Reflect on the writing process, the final piece, and the growth as a writer	<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>	1 day

Teacher Notes:**Additional Resources:**

<http://www.timeforkids.com/files/2011-07/literaryessaysampler.pdf>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● 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 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments ● Allow errors in speaking ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments

	<ul style="list-style-type: none"> ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks ● Provide rewards as necessary
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan 	<ul style="list-style-type: none"> ●

UNIT #6**Overview****Content Area: ELA-Writing****Unit Title: Fairytale****Grade Level(s): 3**

Core Ideas: 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.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLS)**

NJSLA.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NJSLA.W.3.3a

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

NJSLA.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.

NJSLA.W.3.3c

Use temporal words and phrases to signal event order.

NJSLA.W.3.3d

Provide a sense of closure.

NJSLA.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

NJSLA.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.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.2.5.CAP.

Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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.

Technology Literacy (standard 8 or 9.4.(TL))

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

9.4.5.IML.2

Create a visual representation to organize information about a problem or issue

Interdisciplinary Connection

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.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad

Read *The Princess and the Pea* and the adaptation *Princess and the Peas*, a reimagining of the classic set in an African American community in the South in the 1950s.

Unit Essential Question(s):

- Why do writers adapt fairytales?
- How do writers compose well-crafted fairy tales?

Unit Enduring Understandings:

- 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

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:

- Unit Outline

Mentor Texts

- *Little Red Riding Hood*
- *Cinderella*
- *Three Little Pigs*
- *The True Story of the Three Little Pigs by A. Wolf*
- *Three Billy Goats Gruff*
- *The Princess and the Pea*
- <https://www.readbrightly.com/books/9781580897181/princess-and-the-peas-by-rachel-himes-authorillustrator/>

Key Vocabulary:

- fairytale
- villain
- fantasy
-

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
What are Fairytales?	Identify similarities of story elements present across a variety of fairytales	Pre-Assessment: Give one period for students to write in this topic/ genre. Pacing: 1 week read a new story each day	4-5 days

	<p>Annotate a text with the class and teacher to notice what makes a fairytale special</p>	<p>Student Work: Make 4 boxes in notebook character, setting, problem, solution</p> <p>CHART Story Elements (w/ example from story read as class)</p> <p>ANCHOR CHART: What makes Fairytales special/ Fairytales?</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>Key elements to notice by end of exploration:</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>Brainstorming</p>	<p>Generate ideas for setting, character, and plot</p>	<p>Amistad</p>	<p>1 day</p>

	<p>Create multiple versions of the stories by adapting different parts</p> <p>Select a significant/meaningful part of the story to change</p> <p>Develop the setting with respect to the land or culture</p> <p>Develop characters with clear traits</p>	<p>Read <i>The Princess in the Pea</i> and <i>Princess and the Peas</i></p> <p>Review other stories and ask students to use their imaginations to discuss their own versions of fairytales 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> <p>Adaptations: Watch youtube/ video clips of adapted fairy tales movie trailers Through discussion have writers consider parts they may want to adapt and how it would change the story</p>																	
Drafting	<p>Tell their story across 5 fingers to their partner and take suggestions to plan their story mountain</p> <p>Plan out a story using a story mountain graphic organizer</p> <p>Draft story from beginning to end</p>	<p>Create a T chart:</p> <table> <tr> <td>original setting</td> <td>adapted setting</td> </tr> <tr> <td>original characters</td> <td>adapted</td> </tr> <tr> <td>character</td> <td></td> </tr> <tr> <td>original problem</td> <td>adapted</td> </tr> <tr> <td>problem</td> <td></td> </tr> <tr> <td>original events</td> <td>adapted events</td> </tr> <tr> <td>original resolution</td> <td>adapted</td> </tr> <tr> <td>resolution</td> <td></td> </tr> </table> <p><u>Character Development:</u></p> <ul style="list-style-type: none"> ● Generate a list of a good characters and character traits and circle the ones you want to use ● Generate a list of a bad characters and character traits and circle the ones you want to use 	original setting	adapted setting	original characters	adapted	character		original problem	adapted	problem		original events	adapted events	original resolution	adapted	resolution		2-3 days
original setting	adapted setting																		
original characters	adapted																		
character																			
original problem	adapted																		
problem																			
original events	adapted events																		
original resolution	adapted																		
resolution																			
Developing Scenes	<p>Expand scenes in the story to include greater descriptive details and dialogue</p>	<p>Examine beginning & ending scenes</p> <ul style="list-style-type: none"> ● Are you telling the backstory in your “once upon a time” beginning? ● Does your “happily ever after” ending make sense? <p>Blowing out a scene:</p>																	

		<p>Have students draw sketches/ pictures of what happens and provide captions.</p> <p>Use dialogue to develop action</p> <p>Show (don't tell) details of the scene</p>	
Using Powerful Language	<p>Use precise language to accurately describe what is happening</p> <p>Use transition words/ phrases to move the story along</p> <p>Start sentences in a variety of ways</p> <p>Encorporate metaphors to paint a picture for their reader</p>	<p><i>Options for extension: write a prequel or sequel to a story</i></p> <p>CHART- Paragraphing: tell across fingers then write on separate pages. each page can equate to a paragraph</p> <p>Use words to accurately describe our characters; having characters use fairy tale-like language.</p> <p>Add figurative language, specifically metaphors, to paint vivid pictures for our readers</p>	1-2 days
Revision	<p>Revise mechanics and spelling to produce a fluid final piece</p> <p>Encoproates a variety of sentences types as well as sentence starters</p> <p>Create paragraphs by indenting to alert the reader of when a new scene or character is speaking</p>	<p>Writers use editing checklists (you can add new language convention skills you have been working on to these checklists).</p> <p>Writers can edit for capitalization of proper nouns- Remind students about capitalizing proper nouns.</p> <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. ● DO NOT capitalize the little words such as: <i>and, the, of, etc...</i> <p>Writers reread their drafts, each time looking through a different "editing lens" (editing for a different language convention each time).</p>	1 day

		<ul style="list-style-type: none"> ● Look for sentence variety <p>Writers will use conventions of writing to make sure their writing is readable to others (uppercase letters, punctuation, spelling)</p> <ul style="list-style-type: none"> ● Writers will use quotation marks when using dialogue (just quotation marks, not punctuation) 	
Publish	Publish final copy of writing piece	<p>Provide different paper choices for students</p> <p>Have draft out on desk next to published copy when publishing</p> <p>Possible Anchor Chart for Publishing</p> <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 	1 day
Reflection	Reflect on the writing process, the final piece, and the growth as a writer	<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>	1 day
Teacher Notes:			
<p>Additional Resources:</p> <p>Student Planning Sheet- Adapt a Fairytale</p> <p>How to Adapt Fairy Tale Anchor Chart</p> <p>Graphic Organizer/ Sentence Starters</p> <p>Ways to Adapt Fairy Tale Anchor Chart</p> <p>Show, Don't Tell</p>			

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information and assignments ● Form small groups ● 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 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Pre Teach vocabulary (uses images when possible) ● Peer tutor same language or English speaking ● Build on students' intrinsic motivations ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide graphic organizers & study materials ● Simplify language on assessments ● Allow errors in speaking ● Accept participation at any level, even one word
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Build on intrinsic motivation ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Consult with I & RS as needed ● Vary the types and complexity of questions asked ● Use graphic organizers ● Have students restate information, assignments ● Ask questions to deepen understanding ● Refer to important information and details ● Use hand and body movements to show understanding ● Form small groups ● Provide clear directions. ● Help students understand expectations ● Provide a consistent routine ● Provide extended time to complete tasks ● Provide rewards as necessary
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan 	<ul style="list-style-type: none"> ●