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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 4 Realistic Fiction | | | | |
| **Grade Level:**3 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  This unit builds upon the students’ foundation in narrative writing, moving from personal narratives to realistic fiction stories.  During writing workshop, students will be taught strategies to write believable realistic fiction stories with focus, organization, and elaboration.  Students will learn how to revise with elaboration, as well as editing independently with grammar and conventions in mind. | | | | |
| **Enduring Understandings** | | | | |
| **Concepts / Writing Skills:**   * Grate realistic fiction ideas * Create believable characters * Story-tell and plan before they write * Use mentor texts to guide writing * Develop powerful leads and reflective endings * Draft with elaboration in mind * Revise with tension in mind * Write in a storyteller’s voice (third person)       **Grammar Skills:**   * Write in third person * Write in past tense * Use correct pronoun use * Use adjectives to describe * Use quotation marks and commas for dialogue * Use end punctuation * Use commas for pauses * Use capital letters correctly * Write in narrative paragraph form * Use end punctuation   **Understandings:**   * Writers immerse themselves in realistic fiction mentor texts. * Writers create realistic fiction stories with believable characters and problems. * Writers plan realistic fiction stories with problems and solutions. * Writers draft realistic fiction stories with paragraphs in mind. * Writers revise with elaboration in mind. * Writers edit realistic fiction stories. | | | | |
| **Learning Targets** | | | | |
| *New Jersey Student Learning Standards & Practices*   * W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. * W.3.4.With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. * W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. * W.3.10.Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. L.3.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening | | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies*  *World Language:*   * 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. * 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.   *Social Studies:*   * 6.1.5.CivicsDP.2:Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights(e.g., fairness, civil rights, human rights). (Diversity) * 6.1.5.HistoryUP.6:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust/ Amistad/Asian American/Pacific Islanders)   *Career Readiness Practices*   * Act as a responsible and contributing community members and employee * Consider the environmental, social and economic impacts of decisions * Demonstrate creativity and innovation * Utilize critical thinking to make sense of problems and persevere in solving them * Plan education and career paths aligned to personal goals * Use technology to enhance productivity increase collaboration and communicate effectively * Work productively in teams while using cultural/global competence   **Social Emotional Learning**   * Social Awareness * Responsible Decision Making * Relationship Skills * Self-Awareness * Self-Management   **Computer Science: Computing Systems**     • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.    **Life Literacies and Key Skills: Technology Literacy**   * 9.4.5.TL.5: Collaborate digitally to produce an artifact   **Life Literacies and Key Skills: Critical Thinking and Problem Solving**   * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global | | |
| **Essential Questions** | | | | |
| * + How do writers write realistic fiction stories with elaboration?   + How do writers create characters with believable problems or troubles?   + How do writers plan realistic fiction stories with problems and solutions?   + How do writers draft with paragraphs in mind?   + How do writers revise and edit realistic fiction stories independently? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Immerse themselves in realistic fiction mentor texts. * Create realistic fiction stories with believable characters and problems. * Plan realistic fiction stories with problems and solutions. * Draft realistic fiction stories with paragraphs in mind. * Revise with elaboration in mind. * Edit realistic fiction stories. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers immerse themselves in realistic fiction stories.** (If… Then… Curriculum, p. 5)   + Conduct a class inquiry and create a chart what makes a realistic fiction story believable. * **Writers think about what makes a reader want to read a realistic fiction story.**  (If… Then… Curriculum, p. 6)   + Immerse students in “edge of seat” stories and talk about what makes a reader want to keep reading the story. * **Writers create believable realistic fiction characters.**   + Demonstrate how to create a believable character thinking by thinking about creating new friend the same age. * **Writers generate realistic fiction stories by thinking of troubles**.   + Model how writers think of troubles - things that can happen to the character. * **Writers generate realistic fiction ideas by thinking of strong emotions.**  (If… Then… Curriculum, p. 6)   + Demonstrate how writers think of a strong emotion (jealousy, frustration, embarrassment, etc.) to think of realistic fiction story ideas. * **Writers think of small moments from their lives and turn them into realistic fiction stories.**  (If… Then… Curriculum, p. 7)   + Model how writers think of stories that have really happened to them and turn them into realistic fiction story ideas. * **Writers choose a realistic fiction story idea (small moment) and plan their writing.**  (If… Then… Curriculum, p. 7)   + Demonstrate how writers find a focused story idea to plan, not a watermelon story. * **Writers plan their stories across pages in booklets.** (If… Then… Curriculum, p. 7)   + Model how writers choose their story idea and practice storytelling across pages with a beginning, middle, and an end. * **Writers plan their stories, then write.** (If… Then… Curriculum, p. 8)   + Demonstrate how writers plan their stories across pages by using a planning box or post-it to sequence their stories in a booklet. * **Writers write their stories in a narrator’s voice.**    + Model how writers write in third person, thinking about the pronouns they should use. * **Writers think about verb tense as they write.**    + Demonstrate how writers write in past tense, making sure that their verb tense is consistent as they write. * **Writers write with elaboration.** (If… Then… Curriculum, p. 9)   + Model how writers draft with elaboration by weaving together action, dialogue, and thinking as they write. * **Writers think about punctuating dialogue correctly as they write.**    + Demonstrate the proper use of commas and quotation marks in dialogue. * **Writers revise by thinking about their leads.** (If… Then… Curriculum, p. 10)   + Conduct a class inquiry and discuss different leads that grab your reader. * **Writers revise by storytelling with details, not summarizing.** (If… Then… Curriculum, p. 10)   + Demonstrate how writers act out their stories to paying attention to what is happening on the inside and outside of the characters. * **Writers revise by adding tension.** (If… Then… Curriculum, p. 11)   + Model how writers weave tension into their story by making the important parts bigger. * **Writers revise with meaning by thinking about a life lesson the character learns in the story.** (If… Then… Curriculum, p. 14)   + Demonstrate how to write an ending that incorporates a life lesson that the character learned in the story. * **Writers edit by checking for paragraphs.**    + Model how writers edit for paragraphs. * **Writers edit by punctuating dialogue correctly.**   + Model how writers use commas and quotation marks for dialogue. * **Writers edit for capital letters and end punctuation.**   + Model how to edit for proper end punctuation and capitalization. * **Writers edit spelling.**    + Demonstrate how writers use tools to check spelling (word wall, dictionary). * **Writers publish and celebrate their realistic fiction stories.**   ***Strategies for Differentiated Instruction:***  **English Language Learner (ELL):**   * Provide visual aids that demonstrate rules and procedures of Writers Workshop. * Allow students to illustrate their writing prior to writing in text. * Students will work alongside teacher to convert picture story to text. * Provide picture cards for vocabulary words. * Provide checklist for capital letters and punctuation.   **Special Education:**   * Provide visual aids that demonstrate rules and procedures of Writers Workshop. * Allow students to use a combination of text and pictures to tell their story. * Provide students with graphic organizers to organize their writing. * Provide checklist for capital letters and punctuation. * Provide students with three sheets of paper to organize the beginning, middle, and end of their writing.   **At-risk:**   * Work with a partner to create a realistic fiction story writing. * Provide additional time, during small group, to sketch, plan and write realistic fiction stories independently. * Allow students to use a combination of text and pictures to tell their story.   **Gifted and Talented (G & T):**   * Allow students to move to the next step of the writing process as they successfully complete the previous step. * Encourage students to reread and apply higher level vocabulary in their writing. * Support more complex stories by providing students with strategies to elaborate and grow their writing. * Conduct new skills in a small group setting. | | | | |
| **Materials** | | | | |
| **Materials:**   * If… Then… Curriculum by Lucy Calkins * Writer’s notebook * Chart paper * Markers * Anchor chart post- its * Flexible seating options * Smart Board activities   **Suggested** **Mentor Texts:**   * Come on Rain! by Karen Hesse * Deadliest Animals by Melissa Stewart * Prince Cinders by Babette Cole * Not So Different by Cyana Riley (Diversity) * The Lorax by Dr. Suess (Climate Change) * Henry’s Freedom Box by Ellen Levine (Amistad) * I Survived Pearl Harbor by Lauren Tarshis (Asian American/Pacific Islanders) * Hidden A Child’s Story of the Holocaust by Loic Dauvillier (Holocaust) | | | | |
| **Assessments** | | | | |
| **Formative**   * Writer's Notebook * Conferring Notes * Peer Group Work * Teacher Observations and Notes * IXL open-ended assessments * Teacher observations   **Summative**   * Units of Study Benchmark Assessments * Personal Essay Rubric/published work * Essay Rubric/published work * Literary Essay Draft/published work * On-Demand personal narratives * Teacher created tests * Grammar Assessment * District created inter-disciplinary assessments | | | | |
| **Modifications** | | | | |
| **English Language Learners**   * + Create charts with pictures   + Scaffolding   + Word walls   + Sentence frames   + Bilingual translation   + Think aloud   + Read aloud   + Highlight key vocabulary   + Turn-and-talk   + Anchor charts   + Graphic organizers   + Modeling   + Working with partners   + Small group work (strategy lessons based upon skill/needs)   + Pre-teach vocabulary   + Retell parts of your favorite story by pictures, written responses, or both | **Special Education**   * Word walls * Anchor charts with pictures * Graphic organizers * Extended time * Highlighter * Small group work (strategy lessons based upon skill/need) * Working with partners * Modeling * Flexible/preferential seating * Retell parts of your favorite story by pictures, written responses, or both | | **At Risk**   * Teachers tutoring * Peer tutoring * Anchor charts / graphic organizer * Extended time * Parent communication * Modified assignments * Counseling * Preferential seating * Working with partners * Modeling * Word walls * Small group work (strategy lessons based upon skill/need) * Retell parts of your favorite story by pictures, written responses, or both | **Gifted & Talented**   * Challenge assignments * Enrichment activities * Tiered activities * Independent research / inquiry * Collaborative team work * Higher level questioning * Critical/Analytical thinking tasks * Self-directed activities * Peer editing |
| **504 Modifications** | | | | |
| * Environmental Strategies:   + Provide a structured learning environment.   + Make separate “space” for different types of tasks   + Possible adapting of non-academic times such as lunch, recess, and physical education   + Change student seating   + Utilize a study carrel   + Alter location or personal or classroom supplies for easier access or to minimize distraction   + Provide sensory breaks   + Provide a written or picture schedule   + Allow extra time in between classes   + Avoid allergy-causing substances   + Adapt physical education curriculum   + Provide book caddie   + Implement movement to avoid stiffness   + Provide seating accommodations * Organizational Strategies:   + Model and reinforce organizational systems   + Write out homework assignments, check student’s recording of assignments   + Tailor homework assignments toward student strengths   + Set time expectations for assignments   + Provide clues such as clock face indicating beginning and ending times   + Teach study/organizational skills   + Schedule before or after school tutoring/homework assistance   + Behavioral Strategies:   + Use behavioral management techniques consistently within a classroom and across classes   + Implement behavioral/academic contracts   + Utilize positive verbal and/or nonverbal reinforcements   + Utilize logical consequences   + Confer with the student’s parents and student as appropriate   + Establish a home/school communication system for behavior monitoring   + Post rules, procedures, and consequences for classroom behavior   + Put student on a daily/weekly progress report/contract   + Reinforce self-monitoring and self-recording of behaviors   “Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf | | | | |