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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 5 Literary Essay  |
| **Grade Level:**3 |
| **Duration:**Trimester 3 |
| **Description:**This unit builds on the students’ foundation in essay writing, introducing students to literary essay writing. Students will write literary essays about literature read during reading workshop.  Strategies will be taught to develop thesis statements, reasons, and using text evidence. Students will also plan their writing using an essay graphic organizer, writing in paragraphs with an introduction and conclusion.  |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Collect opinions
* Form a thesis statement or claim
* Support their opinions with reasons and evidence.
* Use transition words
* Think about persuasive word choice
* Write with an essay structure
* Write an introduction and conclusion
* Revise and edit independently

**Grammar Skills:*** Use verbs with correct tense.
* Use precise nouns and verbs.
* Use adjectives to describe.
* Use end punctuation.
* Use capital letters correctly.
* Use paragraphs.

**Understandings:** * Writers share their opinions about literature they read.
* Writers generate writing ideas from literature.
* Writers craft thesis statements.
* Writers plan their literary essays using an organizer.
* Writers support their ideas about literature with reasons and text evidence.
* Writers write with an introduction and conclusion.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices**Writing:* * W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
* 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.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
* 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.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
* L.3.1.B Form and use regular and irregular plural nouns.
* L.3.1.C Use abstract nouns (e.g., childhood).
* L.3.1.D Form and use regular and irregular verbs.
* L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
* L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.\*
* L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
* L.3.1.H Use coordinating and subordinating conjunctions.
* L.3.1.I Produce simple, compound, and complex sentences.
* L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.3.2.A Capitalize appropriate words in titles.
* L.3.2.B Use commas in addresses.
* L.3.2.C Use commas and quotation marks in dialogue.
* L.3.2.D Form and use possessives.
* L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
* L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
* L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
* L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.3.3.A Choose words and phrases for effect.\*
* L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.
* L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
* L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
* L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
* L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).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).SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6. Speak in complete sentences when appropriate to | *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.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)
* 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)

*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.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each
* 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

**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
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| **Essential Questions** |
| * How do writers generate ideas about literature?
* What is a literary essay?
* How do writers plan a literary essay?
* How do writers support ideas about literature with reasons and text evidence?

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| **Student Learning Objectives** |
| ***Students will …*** * Read critically.
* Have ideas about texts.
* Craft thesis statements about literature.
* Support ideas with reasons.
* Use examples and text evidence.
* Plan and write with an essay structure.
* Write an introduction and conclusion.
* Revise and edit independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers collect ideas about literature.**  (If… Then… Curriculum, p. 46)
	+ Conduct a class inquiry and create a class chart of ways readers think about literature based on their close reading of short texts during reading workshop.
* **Writers think about ways readers think about texts**.  (If… Then… Curriculum, p. 46)
	+ Model how writers write about ideas (lessons characters learned, ways characters have changed, issues characters face).
* **Writers generate ideas about literature.**  (If… Then… Curriculum, p. 47)
	+ Demonstrate how writers collect lots of different ideas about literature, trying out different strategies and thinking about which one is the easiest to write about.
* **Writers reread their entries to find a seed idea.**  (If… Then… Curriculum, p. 48)
	+ Model how writers reread their entries and find possible thesis statements (ideas about texts).
* **Writers state their opinion about literature with a clear thesis statement.**  (If… Then… Curriculum, p. 48)
	+ Demonstrate how writers state their claim or opinion in a thesis statement, not a fact or question.
* **Writers think of reasons to support their thesis statements.**   (If… Then… Curriculum, p. 48)
	+ Model how writers think of reasons to support their thesis statements by thinking why.
* **Writers plan their literary essay before they write.**   (If… Then… Curriculum, p. 49)
	+ Demonstrate how writers plan their literary essay by planning their structure first.
* **Writers support their ideas by collecting evidence before they write.**   (If… Then… Curriculum, p. 49)
	+ Model how writers support their ideas by retelling the story to provide evidence.
* **Writers draft their literary essay by deciding what to include and following their plan.**   (If… Then… Curriculum, p. 49)
	+ Demonstrate how to write by following the plan and what is to be included in each part.
* **Writers write an introduction.**   (If… Then… Curriculum, p. 50)
	+ Model how writers state their opinions and reasons in the introduction.
* **Writers write conclusions by summing up their opinion and reasons.**   (If… Then… Curriculum, p. 49)
	+ Demonstrate how to write conclusions restating opinions and reasons.
* **Writers revise by rereading their writing to see if it organized.**
	+ Demonstrate how writers reread their writing, checking to see if they followed their plan.
* **Writers revise their literary essays by adding more.**
	+ Model how writers make sure they use examples from the text to support their reasons.
* **Writers revise by thinking about transition words.**
	+ Review transition words thinking about which ones work best for literary essays.
* **Writers edit literary essays by checking for paragraphs**.
	+ Demonstrate how each part of the literary essay is in a separate paragraph.
* **Writers edit by checking for verb tense.**   (If… Then… Curriculum, p. 50
* Model how writers edit by checking for verb tense within paragraphs.
* **Writers edit by checking for spelling.**
* Demonstrate how writers edit with spelling strategies.
* **Writers edit for capitalization.**
* Model how writers use proper capitalization of the beginning of sentences, characters’ names, and titles.
* **Writers publish and celebrate.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visuals of writing process.
* Provide word wall visuals and vocabulary cards.
* Illustrate ideas on the graphic organizer to plan their writing.

**Special Education:*** Provide a checklist of writing process.
* Model concrete examples on anchor charts.
* Perfect strong thesis statements.
* Practice writing a strong paragraph.

**At-risk:*** Provide a checklist of writing process.
* Provide a checklist for editing.
* Provide concrete examples on anchor charts.
* Revise and edit one-on-one or in a small group.

**Gifted and Talented (G & T):** * Encourage the use of creativity. Ask higher-level questions.
* Provide opportunities for open ended, self- directed activities.
* Introduce above-grade-level skills to enhance their writing and grow as a writer.
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| **Materials** |
| **Materials:** * If… Then… Curriculum by Lucy Calkins
* Writer’s notebook
* 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)
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| **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
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| **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)
	+ 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
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Modeling
* Flexible/preferential seating
 | **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)
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
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| **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  |