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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2 Personal Narrative |
| **Grade Level:**3 |
| **Duration:**Trimester 1 |
| **Description:**In this unit, students will learn how to write meaningful, focused stories from their lives. During writing workshop, students will write focused personal narratives, planning with focus and organization in mind. Students will develop strategies for finding meaningful story ideas, finding a focus, and planning and drafting with paragraphs in mind. In this unit, students will also learn how to elaborate and expand their personal narratives. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Writing with a focus
* Analyze mentor texts
* Collect meaningful small moment ideas
* Plan writing with a beginning, middle, and end
* Strong leads
* Elaboration
* Strong endings
* Revising and editing independently

**Grammar Skills:*** Writers write in past tense.
* Writers write in first person with proper pronoun use
* Writers modify with adjectives to add description.
* Writers modify with adverbs to tell how.
* Writers use end punctuation.
* Writers use proper capitalization.
* Writers punctuate dialogue correctly.
* Writers use reference materials to support spelling.
* Writers organize in paragraphs.

**Understandings:** * Writers collect meaningful, focused story ideas in their writer's’ notebooks.
* Writers analyze mentor texts to learn about qualities of good writing.
* Writers plan focused story ideas before they draft.
* Writers plan with a beginning, middle, and end.
* Writers draft organized personal narratives with paragraphs.
* Writers revise with elaboration in mind.
* Writers edit independently for paragraphs, capitalization, punctuation, and spelling.
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| **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.
* L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* 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.
* 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 task and situation in order to provide requested detail or clarification.

  | *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)

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

**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 use a writer’s notebook to collect meaningful, focused stories?
	+ How do writers plan with a focus?
	+ How do writers plan and draft with paragraphs in mind?
	+ How do writers draft and revise with elaboration in mind?
	+ How do writers edit independently for paragraphs, capitalization, and end punctuation?
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| **Unit Results** |
| ***Students will …*** * Use their notebooks to collect important stories and tell them with focus.
* Learn to focus on one event to determine significance.
* Plan and draft their ideas for stories.
* Elaborate with internal and external elements of the story.
* Improve their knowledge of paragraphs when writing stories.
* Revise and edit their writing independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*****Suggested Mini Lessons:** * **Writers think of meaningful story ideas by thinking about people and places that matter to them.** (Crafting True Stories, p. 22)
	+ Demonstrate how writers reread their writer’s notebook, looking for meaningful story ideas.
* **Writers use a storyteller’s voice.** (Crafting True Stories, p. 34)
	+ Model how writers write their stories in first person, using past tense verbs to tell stories.
* **Writers show not tell when writing stories.** (Crafting True Stories, p. 40)
	+ Demonstrate how writers describe actions, use dialogue, and describes with feelings and images.
* **Writers reread their notebooks to find a meaningful story idea to focus on.**
	+ Model how writers find their focus, or seed idea, by choosing one that is meaningful.
* **Writers plan their stories across pages in a booklet.** (Crafting True Stories, p. 64)
	+ Demonstrate how writers plan their story across pages in a booklet with a beginning, middle, and end.
* **Writers think about meaningful leads.** (Crafting True Stories, p. 72)
	+ Model how writers try out different leads, finding the one that works the best.
* **Writers develop the heart of the story.** (Crafting True Stories, p. 91)
	+ Demonstrate how writers find the most important or meaningful part of their story and develop it.
* **Writers tell the internal and external story.** (Crafting True Stories, p. 100)
	+ Model how writer add feelings to bring out the internal story.
* **Writers use paragraphs to support sequencing, dialogue, and elaboration.** (Crafting True Stories, p. 102)
	+ Explain when to start a new paragraph in a story.
* **Writers use mentor texts to think about qualities of good writing.** (Crafting True Stories, p.119)
	+ Review the ways writers use a storytelling voice by thinking about qualities of good writing.
* **Writers revise by balancing kinds of details.** (Crafting True Stories, p. 133)
	+ Demonstrate how to revise by making sure there is a balance between action, dialogue, and thinking.
* **Writers punctuate dialogue correctly.** (Crafting True Stories, p. 138)
	+ Model how to punctuate dialogue correctly with commas and quotation marks.
* **Writers revise to have meaningful endings.** (Crafting True Stories, p. 155)
	+ Model how writers look at meaningful endings.
* **Writers edit independently with an editing checklist.** (Crafting True Stories, p. 161)
	+ Demonstrate how writers use and editing checklist with writing partners.
* **Writers publish and celebrate.** (Crafting True Stories, p. 169)
	+ Model how writers publish and celebrate as a community.

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visual aids that demonstrate rules and procedures of Writing 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.
* Students can use the personal narrative unit to share stories in their native language with their classmates.

**Special education:*** Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**At-risk:*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to use a combination of text and pictures to tell their story.
* Provide students with graphic organizers to organize their writing.
* Refer to their “map of my heart” to generate ideas if they are having difficulty.

**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.
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| **Materials** |
| **Materials:** * Crafting True Stories by Lucy Calkins
* Writer’s notebook
* Editing checklist
* Chart paper
* Markers
* Anchor charts
* Smart Board activities

  **Suggested** **Mentor Texts:** * Come On, Rain! by Karen Hesse
* Whoever You Are by Mem Fox (Diversity)
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| **Assessments** |
| **Formative** * Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* District created inter-disciplinary assessments
* 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
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| **Modifications** |
| **English Language Learner*** + 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/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Provide students with pictures from the story and have them put the pictures in the correct order
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct order
* Partner editing

  | **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
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Provide students with pictures from the story and have them put the pictures in the correct sequence
 | **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
	+ 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  |