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| **Unit Overview** | | | | |
| **Content Area:** English Language Arts | | | | |
| **Unit Title:** Unit 3 Essay Writing | | | | |
| **Grade Level:**3 | | | | |
| **Duration:**Trimester 2 | | | | |
| **Description:**  In this unit, students will build on their foundation of opinion writing skills from previous years.  In writing workshop, students will gather opinions and learn how to support them with reasons and examples.  Strategies will also be taught to write with an essay organization structure as well as strategies to make their writing more persuasive. | | | | |
| **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 write to share their opinions and persuade others. * Reasons and examples support opinions. * Opinion writers carefully choose their words to persuade others. * Writers write with focus and organization in mind. | | | | |
| **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.3.2.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. * 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.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. * 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). * 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. * 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. * 6.1.5.HistoryUP.6:Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Holocaust) * 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)   *Science*:   * 3-LS3-2: Heredity: Inheritance and Variation of Traits: Use evidence to support the explanation that traits can be influenced by the environment. * 3-LS4.2: Biological Evolutions: Unity and Diversity Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Engineering, Technology, and Applications of Science- * 3-5-ETS1-1: Engineering Design Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraint on materials, time, or cost. * 3-5-ETS1-2: Engineering Design 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. * 3-LS3-1: Heredity: Inheritance and Variation of Traits Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. * 3-LS3-2: Heredity: Inheritance and Variation of Traits Use evidence to support the explanation that traits can be influenced by the environment. Engineering, Technology, and Applications of Science- * 3-5-ETS1-1: Engineering Design Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraint on materials, time, or cost. * 3-5-ETS1-3: Engineering Design Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. * 3-LS4-4: Biological Evolution: Unity and Diversity Make a claim about the merit of a solution to a problem caused when environment changes and the types of plants and animals that live there may change. (Climate change)   *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 | | |
| **Essential Questions** | | | | |
| * What is an essay? * How do writers collect ideas for essay writing? * How do writers write opinion statements? * How do writers demonstrate organization of ideas in paragraphs? * How do writers draft essay writing with paragraphs in mind? * How do writers revise and edit essays? | | | | |
| **Student Learning Objectives** | | | | |
| ***Students will …***   * Write an opinion statement and support it with details from the text. * Demonstrate organization of ideas in paragraphs. * Draft essay writing with paragraphs in mind. * Revise and edit opinion essays. | | | | |
| **Suggested Activities** | | | | |
| ***The following activities can be incorporated into the daily lessons:***  **Suggested Mini Lessons:**   * **Writers plan and write with an opinion, reasons, and examples that support their opinion.**  (Changing the World, p. 4)   + Immerse students in persuasive writing and demonstrate what this writing looks like. * **Writers gather opinions for persuasive writing.** (Changing the World, p. 10)   + Model how writers come up with ides by thinking about problems and solutions in their world. * **Writers gather thesis statements.** (Changing the World, p. 16)   + Demonstrate how writers write with strong thesis statements. * **Writers have a repertoire of strategies to gather opinions.**(Changing the World, p. 20)   + Model different strategies to gather opinions (important people, places, ideas). * **Writers think about their audience to say more.** (Changing the World, p. 30)   + Model thinking about the audience they want to reach. * **Writers gather reasons and evidence to support their opinions.** (Changing the World, p. 35)   + Demonstrate how writers use examples, facts, and details to support their reasons. * **Writers practice rereading and editing as they write.** (Changing the World, p. 44)   + Model how to fix mistakes as they write, not waiting until the end by checking their spelling. * **Writers pause and look back at their work to improve their writing.**  (Changing the World, p. 52)   + Model how to pause and look back to monitor progress. * **Writers choose a seed idea that will develop into their persuasive essay.** (Changing the World, p. 58)   + Demonstrate how writers reread their entries by finding the one important opinion that you have a lot to say about. * **Writers create thesis statements about their opinions.**  (Changing the World, p. 60) * Demonstrate how to state your opinions bravely and boldly - convey that it is important. * **Writers collect evidence for their opinions.**(Changing the World, p. 62)   + Model how writers collect evidence that can prove their opinion. * **Writers gather reasons and evidence.**  (Changing the World, p. 69)   + Demonstrate **how** writers collect reasons to support their opinions. * **Writers organize their evidence into categories**. (Changing the World, p.70)   + Model best ways to organize evidence. * **Writers collect examples that that support reasons.** (Changing the World, p. 79)   + Demonstrate how to gather examples to support reasons. * **Writers think about verb tense when they write.**  (Changing the World, p. 79)   + Model how writers think about verb tense as they write their opinions, deciding which tense to use when. * **Writers select the most convincing evidence to support their opinion.**   (Changing the World, p. 87)   + Model how to read evidence and decide which supports the most. * **Writers use paragraphs to organize their drafts**. (Changing the World, p. 95)   + Model how to organize sections into paragraphs. * **Writers use transition words to link different parts**.   (Changing the World, p. 101)   + Demonstrate how decide on which transition words and phrases to use to link different parts of their opinion writing together. * **Writers choose words carefully.** (Changing the World, p. 105)   + Model how writers think about word choice by using specific nouns and verbs. * **Writers revise by so that it evokes emotion.** (Changing the World, p. 110)   + Demonstrate ways to make their writing sound more powerful and persuasive. * **Writers edit so others can read their work.**  (Changing the World, p. 112)   + Model proofreading with an editing checklist. * **Writers make a final review of their piece and see if they met their goals.** (Changing the World, p. 115)   + Conduct a class inquiry in how to make our speeches / essays more powerful. * **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 checklists for the writing process. * Provide concrete examples on anchor charts. * Perfect strong thesis statements. * Practice writing a superlative paragraph.   **Gifted and Talented (G & T):**   * Encourage the use of creativity. Ask higher-level questions. * Provide opportunities for open ended, self- directed activities. * Provide instruction in research skills needed to develop an independent study in student’s interest area. * Use advanced supplementary/writing materials. | | | | |
| **Materials** | | | | |
| **Materials:**   * Changing the World 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 * Who Was Martin Luther King Jr. by Bonnie Bader (Amistad) * Who Was Ann Frank by Ann Abramson (Holocaust) * Greta and the Giants by Zoe Tucker (Climate change) | | | | |
| **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 | | | | |
| **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 |
| **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 | | | | |