Writing Grade 3 Unit 4

Content Area: **ELA**
Course(s): **Writing Grade 3**
Time Period: **Trimester 3**
Length: **4 cycles**
Status: **Published**

Course Pacing Guide

Lucy Calkins Writing

Unit	Trimester	Cycles
Crafting True Stories Unit 1	1	9
Changing the World Unit 3	1 and 2	9
The Art of Information Writing Unit 2	2 and 3	9
Once Upon a Time Unit 4	3	3

Unit Overview

Students will create fractured fairytales- stories based on original folktales and fairytales with a twist

- identify reoccurring elements that make a story a fairy tale
- create their own version of a fairy tale using previously learned strategies
- write and revise their tales as they become critical readers of published work
- write two adaptations of fairy tales and then their own original fairy tale

Enduring Understandings

Students will understand that…

▪ Writers learn all they can about a genre before they write.

▪ Planning and development of a folktale/ fairytale is similar to writing fiction stories

▪ Authors take many factors into consideration when adapting fairy tales and folk tales

Essential Questions

- What is a fairytale or folktale?
- How do writers adapt well-known fairytales or folktales?
- Where do writers get ideas for writing fairytale or folktales?

New Jersey Student Learning Standards (No CCS)

LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.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.

Amistad Integration

- Students will show diversity by sharing their own personal fairy tales based on real fairy tales
- Diversity is shown through the different versions of Cinderella such as The Egyptian Cinderella and Mufaro's Beautiful Daughter
- King and King - Lina de Haan
- Little Roja Riding Hood by Elya, Susan Middleton
- (commission website has fairy tale links)

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Holocaust/Genocide Education

SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.

Interdisciplinary Connections

Correlates to any science, math, or social studies unit of study

Write new version of a story from around the world

Reading fairy tales from various perspectives/cultures (integrate Media Specialist - Library)

- possible collaboration with Spanish and Art teachers)
- Native American Folklore (Social Studies)

SCI.3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.

Technology Standards

Use Storybook Weaver, Comic Life, or Glogster to develop a fractured fairytale.

Illustrate a scene from the fairytale using a computer.

Video record a scene from the fairytale.

SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Themes/Careers

21st Century Skills: Creativity and Innovation

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy

- Media Literacy
- Life and Career

Skills 21st Century Themes (as applies to content area):

- Financial
- Economic
- Business
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.

Financial Literacy Integration

Click on link for a lesson on integrating finacial literacy with writing

http://www.scholastic.com/browse/article.jsp?id=3757930

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to "invest."

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities
https://docs.google.com/document/d/16ik6yYKsLDBSgfx3yfrNSr4fDJAiyKC6DSK4qOp1ID4/edit

Differentiated Instruction
- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations

- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

- teacher conferring and notetaking
- unit checklists
- quick writes (entries, on-demand writing samples)

Summative Assessment

- final published fairy tale using rubric

Benchmark Assessments

- DWA Fall and Spring

Alternate Assessments

Resources & Technology

<u>Resources:</u>

Teacher's College Writing Curricular Calendar, Third Grade, 2010-2011 Unit 7

Prince Cinders by Babette Cole

Three Billy Goats Gruff

Cinderella

Little Red Riding Hood

Technology:

https://www.heinemann.com/collection/calkins

Use Storybook Weaver, Comic Life, or Glogster to develop a fractured fairytale.

Illustrate a scene from the fairytale using a computer.

Video record a scene from the fairytale.

BOE Approved Texts

Joe Cinders (mentor text)

Dinorella: A Prehistoric Fairytale by Pam Edwards

Sleeping Ugly by Jane Yolen

Goldilocks and the Three Bears by Jan Brett

Stone Soup by Heather Forest

Jack and the Beanstalk: The Graphic Novel by Blake Hoena

The Korean Cinderella

The Persian Cinderella

Mufaro's Beautiful Daughters

The Talking Eggs

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing thier summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to

extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn.

- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a privacy shield. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish.
- Allow work to be done in a room with few distractions (e.g., the library).
- Show a model of the end product.
- Allow for frequent breaks.
- Provide graphic organizers to keep thoughts organized.

504

- preferential seating
- extended time
- reduced classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics and anchor charts around the room
- Have student restate information
- Provision of notes or outlines

- Concrete examples
- Use of a privacy shield
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking