

Unit 4: Writing: Folktale Story Writing

Content Area: **English Language Arts**
Course(s): **Writing 3**
Time Period: **February**
Length: **4 Weeks**
Status: **Published**

Unit Summary

This unit brings students back to narrative writing, but this time by writing folktales. Capitalizing on student's love of folktales encourages them to rehearse and revise more than they have done before. They study mentor texts, collect story ideas, develop a character, plot their story across scenes, plan how they'll create rising action, teach a lesson, and revise their stories in significant ways. This unit complements the folktale reading unit.

Standards

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.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.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SOC.6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.

Student Learning Objectives

Students will learn to....

- plan a folk tale starting with a clear problem. (Lesson 5.8-Uh-Oh...UH-OH...Phew- story mountain)
- write stories in sequential order. (Lesson 6.9 "What Else Happened?")
- use actions to show how their character is feeling in the story.
- use a phrase to describe, or show, the feeling, rather than telling the reader by using the feeling word.
- choose a setting that makes the most sense for your story.
- 'Show, Don't Tell' using their senses to describe places.

Essential Questions

How do writers craft stories that teach lessons?

How does the genre structure influence the decisions writers make?

Enduring Understandings

Students understand that...

- effective writers use specific storytelling strategies to engage their audience.
- writers know that genre influences structure, technique and style.
- writers know that great stories address universal themes of human existence and conflict.

Application

Students will be able to independently use their learning to...

- write folktales in which they use a storytellers voice to create a world, bring a character to life and have the drama unfold.
- increase writing volume, fluency and stamina.
- use strategies to generate, plan, rehearse, draft, revise and edit to incorporate story elements and the qualities of good writing and genre.
- use mentor texts to develop an understanding of and use of grammar and punctuation.
- use rubrics to revise and edit as well as self-reflect and goal set.

Skills

Students will be skilled at ...

- developing a story in sequential order.
- elaborating on how their characters are feeling.
- elaborating on the setting.
- revising.
- editing.
- developing a story that contains specific story elements: character, setting, plot (conflict/resolution), movement through time, character change.