Grade 3- Unit 2 Writing- Fractured Tales: Making What's Old New

Madison Public Schools

Unit Focus

Students will transfer all they have learned as readers and writers of narratives and tales and move to crafting their own fractured tales. They will consider and create tales from a new perspective – perhaps the bad guys' – to create a new twist on a classic tale that employs an understanding of modern problems and characters. Students will write in great volume throughout the unit and set goals as they go to plan, draft, revise and edit. The goal throughout this unit is to build motivation and engagement and foster the risk taking and enthusiasm for creative writing that will allow the literacy community to live happily ever after.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer

Common Core
 English Language Arts: 3
 	
 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.3.3)*
     o Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.3.3.A)*
     o Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. *(CCSS.ELA-LITERACY.W.3.3.B)*
     o Use temporal words and phrases to signal event order. *(CCSS.ELA-LITERACY.W.3.3.C)*
 • Writing
     o 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.) *(CCSS.ELA-LITERACY.W.3.4)*
     o With guidance and support from peers and adults, develop and strengthen writing as
	Students will be able to independently use their learning to...
	 T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing (Imagining)
	 T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages. U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.	*Students will keep considering...* Q1 What writing moves do narrative authors use? Q2 How do authors use a narrator and characters to tell what the story is really about? Q3 Fractured Tale Focus: How and why do writers make a traditional tale their own?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 Tales are rooted in oral storytelling traditions and have been told and retold in many cultures and in many ways; K2 Vocabulary: Flat character, round character, tale, fractured tale, twist, sarcasm, spoof, lesson, moral of the	*Students will be skilled at...* S1 Planning and drafting multiple stories; S2 Revising and editing with multiple resources; S3 Actively listening and giving feedback to a partner S4 Choosing words and phrases for effect

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needed by planning, revising, and editing. *(CCSS.ELA-LITERACY.W.3.5)*
  - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. *(CCSS.ELA-LITERACY.W.3.6)*
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(CCSS.ELA-LITERACY.W.3.10)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.3.1)*
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. *(CCSS.ELA-LITERACY.L.3.1.A)*
  - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. *(CCSS.ELA-LITERACY.L.3.1.E)*
  - Ensure subject-verb and pronoun-antecedent agreement.* *(CCSS.ELA-LITERACY.L.3.1.F)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
  - Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
  - Use commas and quotation marks in dialogue. *(CCSS.ELA-LITERACY.L.3.2.C)*
  - Form and use possessives. *(CCSS.ELA-LITERACY.L.3.2.D)*
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
  - Use spelling patterns and generalizations

story, perspective, comma, quotation marks, dialogue, possessive nouns

S5   Demonstrating, understanding, and using figurative language orally and in writing;
S6   Writing narratives to develop characters and events;
S7   Varying dialog, actions and description in narrative stories;
S8   Using temporal words and phrases to signal order
S9   Explaining the function of nouns, pronouns, verbs, and adjectives.
S10   Forming and using simple verb tenses
S11   Ensuring subject-verb and pronoun-antecedent agreement
S12   Capitalizing appropriate words in titles
S13   Using conventional spelling for high-frequency words
S14   Consulting reference materials as needed and check and correct spellings
S15   Using spelling patterns and generalizations in writing words
S16   Use commas and quotation marks in dialogue.
S17   Form and use possessives.

Stage 1: Desired Results - Key Understandings

(e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*

o Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(CCSS.ELA-LITERACY.L.3.2.G)*

Student Growth and Development 21st Century Capacities Matrix
Creative Thinking
- Imagining: Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

Collaboration/Communication
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*