Grade Level: 3 Subject: Writing

Trimester 1

Unit: Narrative	**Unit Length: 5 weeks**
Enduring Understanding(s): Writers often write about a seemingly small episode- yet it has big meaning for the writer. Writers often include two and sometimes three small, connected moments so that there is a sense that the stories have a beginning, middle, and end. Writers often tell the story in such a way that the reader can almost experience it from start to finish. The story is written step-by-step. Narratives are focused and contain just the right amount of detail, dialogue, and description.	Essential Question(s):
Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. ***Production and Distribution of Writing*** 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 14.) 6. 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. ***Range of Writing*** 10. 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.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 3. Escriben narraciones para desarrollar experiencias o acontecimientos reales o imaginarios, utilizando técnica eficaz, detalles descriptivos y secuencias claras del evento. a. Establecen una situación y presentan al narrador y/o personajes; organizan una secuencia de eventos que se desarrolla de forma natural. b. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes a las situaciones. c. Usan palabras y frases que describen el tiempo para señalar el orden del acontecimiento. d. Ofrecen un sentido de conclusión. ***Producción y redacción*** 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, incluyendo el tercer grado, en las páginas 13-15.) 6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás. ***Rango de escritura y redacción*** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia.
Assessment	
Summative: Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.	Other Formative Assessments: -Ancedotal conferring notes of student's writing progress -Quick writes/Journal samples related to opinion writing

Grade Level: 3 Subject: Writing
Trimester 1

Learning Plan

Mentor Texts for Personal Narrative 3-6

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

English

- The Best Story by Eileen Spinelli
- The Boy Who Loved Words by Roni Schotter
- Fireflies by Julie Brinkloe
- Owl Moon by Jane Yolen
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- Roller Coaster by Marla Frazee
- When I was Little by Jamie Lee Curtis
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- Nothing Ever Happens on 90th Street by Roni Schotter
- Amelia's Notebook by Maria Moss
- All the Places to Love by Patricia MacLachlan
- What you Know First by Patricia MacLachlan

Culturally Relevant Texts

- Baseball in April and Other Stories by Gary Soto
- The Leaving Morning by Angela Johnson
- When I am Old with You by Angela Johnson
- My Name is Maria Isabel by Alma Flor Ada
- The Day of Ahmeds Secret by Florence Parry Heide
- The Other Side by Jacqueline Woodson
- In my Family by Carmen Lopez Garza
- My Name is Yoon by Helen Recorvits
- Smoky Night by Eve Bunting
- Googles by Ezra Jack Keats
- Chicken Sunday by Patricia Polacco
- The Name Jar by Yangsook Choi
- One Green Apple by Eve Bunting
- Snapshots from the Wedding by Gary Soto
- A Chair for my Mother by Vera Williams
- Family Pictures by Carmen Lomas Garza
- The Fiesta Of The Tortillas by Jorge Argueta

Español

En Mi Familia by Carmen Lopez Garza

Me llamo Yoon by Helen Recorvits

Cuadros de familia by Carmen Lomas Garza

La Isla by Arthur Dorros

Graciela asombrosa by Mary Hoffman

La Fiesta De Las Tortillas by Jorge Argueta

Mi diario de aqui hasta alla by Amada Irma Perez

EL Chocolate de Abuelita by Mara Price

Mi propio cuartito by Amada Irma Perez

Que Monton de Tamales by Gary Soto

Grade Level: 3 Subject: Writing

Trimester 1

• My Diary From Here to There by Amada Irma Perez • Amazing Grace by Mary Hoffman • Abuela by Arthur Dorros • We are Cousins by Diane Gonzales Betrand • Abuelas Weave by Omar S. Castananda • Grandmas Chocolate by Mara Price • Dancing in the Wings by Debbie Allen • My Very Own Room by Amada Irma Perez • Those Shoes by Maribeth Boelts • My Best Friend by Mary Anne Rodman • Too Many Tamales by Gary Soto	

Resources

Professional Resources:

Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
Revising after the End by Barry Lane
Writer's Notebook, Aimee Buckner
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli

Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn
Raising the Quality of Narrative Writing: Grades 3-5 by Lucy Calkins

Lesson Planning Resources available online:

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7
Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm
Colorado Springs K-5 Writer Units of Study
http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx
Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml
K-5 Writers Workshop Units
http://www.humbleisd.net/Page/28851
Jefferson County Schools/Literacy Resource Closet K-1 Personal Narrative K-4 Fictional Narrative
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html
Denver Public Schools – Language Literacy and Cultural Studies/ K-5 Units of study
http://curriculum.dpsk12.org/lang_literacy_cultural/literacy/elem_lit/curric_instruc_assess/planning_guides/3/index.shtml

Grade Level: 3 Subject: Writing
Trimester 1

Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Estándares de lectura 3. Describen a los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos. 5. Se refieren a partes de los cuentos, teatro y poemas al escribir o hablar sobre un texto, utilizando términos como capítulo, escena y estrofa; describen cómo cada parte sucesiva se basa en secciones anteriores.
Speaking & Listening 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. b. Follow agreed-upon rules 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 disscussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas (uno-a-uno, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de tercer grado, elaborando en las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando. b. Siguen las reglas acordadas para participar en las conversaciones (ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). c. Hacen preguntas para verificar la comprensión de la información presentada, mantenerse dentro del tema y para enlazar sus comentarios con las observaciones de los demás. d. Explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.
Language Standards **1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.** d. Form and use regular and irregular plural nouns. k. Produce simple, compound, and complex sentences. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** e. Use conventional spelling patterns and generalizations for high frequency words and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.** d. Forman y usan sustantivos plurales regulars e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes). k. Forman oraciones simples, compuestas y complejas. **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** e. Usan ortografía convencional para palabras de uso frecuente y otras palabras ya estudiadas, y para añadir sufijos a palabras base (ejemplo: infinitivos: sentarse, verme, verlo; gerundios: sentándose, viéndolo; mandatos: démelo, siéntate).

Grade Level: 3 Subject: Writing

Trimester 1

ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.
B. Interpretive	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	***6. Reading/viewing closely*** Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
C. Productive	***10. Composing/Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	***10. Composing/Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	***10. Composing/Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.
Part 2: Learning About How English Works			
A. Structuring	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

Grade Level: 3 Subject: Writing

Trimester 1

C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).

Grade Level: 3 Subject: Writing

Trimester 1

Student Writing Sample

Appendix C – Narrative