Narrative Writing Task for 3rd Grade:

Purpose: to expose our students to the writing that is expected with the CCSS and PARCC assessment.

Standards: W.3 and W.4

You do not have to do both writing responses that are listed on the web page. These are options. You are not turning these papers into anyone, and they are to be used to help us see where your students are with their writing.

There are **2 options** on Wilma Rudolph; one is a letter and one is a narrative story. You can do one, or you can do both. The whole grade does not have to do the same one. You can make the decision for what is best with your class.

1. ***Write a letter to Wilma, telling her why you feel she is creative, inventive or notable. Be sure to use what you have learned from “Wilma Rudolph: Olympic Track Champion” in your letter.***
2. ***Pretend you are Wilma Rudolph. Write an original story telling how your life changed after your braces came off. Be sure to use information from the passage in your story.***

**Monday:**

**G**: I can ask and answer questions to help me understand the content of the text.

RI. 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers*. (students need to be able to make logical inferences and cite textual evidence)*

**APK**: who are some of the people we have learned about that are creative? Inventive? Notable? Let students quickly review some of the people studied and why they were considered either creative, notable or inventive.

**N**: we are going to read informational text about a famous woman in sports history.

When reading about a **person,** what are some questions we think will get answered?

(Examples of possible questions for pre-reading; either on chart or elmo)

1. Why is she so important?
2. What obstacles did Wilma have to overcome?
3. Is she a creative, notable or inventive person?

Chorally read the passage of Wilma Rudolph.

* Look back at questions; what answers did we find?

**A:**  See if students can determine if she is a notable, creative or inventive person

* + Underline the evidence in the text; share out

Discuss the article about Wilma; think about these questions so students can empathize what Wilma would have gone through:

* + What would life be like if you didn’t have a leg, or arm? How do you think Wilma was treated as a child? What character traits do you think she developed because of her disability?

**G:** Were we able to answer questions about our reading to help us understand the content?

During Small Groupson Monday: check back with students that you know are below grade level and need more scaffolding. IF your small group time comes before your whole group lesson, you can still introduce the article to those kids and pre-teach it. This will help them even more during your whole group lesson.

**Tuesday:**

* Review the passage on Wilma Rudolph.
* Let tables discuss what they find amazing or challenging for Wilma Rudolph (purpose is to get them remembering the article)
* Have students respond to the writing task; whether you have chosen the letter or the story.

This article that the students read lends itself to be used with RI.3.9 (compare/contrast important points and key details presented in two texts on the same topic). The purpose of this standard is for students to be able to take information from 2 sources, on the same topic, and integrate the information to find the main similarities and differences.

**Thursday and/or Friday:**

**It’s possible this will take 2 days, but it may only take 1**

**G:** I can compare and contrast information from 2 sources.

**A:** How did we learn our information about Wilma Rudolph the other day? What did we learn about her?

**N**: It is important as readers and writers to look at more than one source to get information about a person or topic.

* We are going to record the information we learned about Wilma from our passage on this t-chart (read through each section, summarizing main idea; there is a teacher chart with the student document to help you)
* We are going to watch a video where Wilma Rudolph talks about her life
	+ We will stop the video periodically to record information we learn that we think is important to record on our chart

**A:** Now that we have information from 2 sources about Wilma. Look at the questions on the bottom of your t-chart.

* What is the most important thing you learned about Wilma Rudolph from these to sources? (this may be tricky for some students)
* Which source gave you more information? Why do you think it gave you more information? (remember to discuss how as readers and writers we need to look at more than 1 source for information)

Let students write responses individually and then share with the group when completed.

**G:**  How did you do with comparing your information between 2 sources?