

# Grade 3- Unit 3 Writing- Realistic Fiction: Writing Stories with Believable Characters and Problems

## Unit Focus

Students will develop characters and getting to know them well by thinking about how the character would act and react in a variety of situations and settings. They will story tell and will write long about their characters and create a variety of situations to grow and develop their characters, problems and settings while working in reading to notice how mentor authors develop characters internally and externally and hook readers into caring about the characters and story. Students will publish a story and move on to use all they know as writers of realistic fiction to plan and draft new stories for their characters or create new realistic fiction characters and stories.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Common Core</b> <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.3.3)</i> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.3.3.A)</i></li> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <i>(CCSS.ELA-LITERACY.W.3.3.B)</i></li> <li>○ Use temporal words and phrases to signal event order. <i>(CCSS.ELA-LITERACY.W.3.3.C)</i></li> </ul> </li> <li>• Writing           <ul style="list-style-type: none"> <li>○ 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.) <i>(CCSS.ELA-LITERACY.W.3.4)</i></li> <li>○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(CCSS.ELA-LITERACY.W.3.5)</i></li> <li>○ With guidance and support from adults, use</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing (Imagining)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)</p> <p>T3 Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development.(Product Creation)</p>		
	<b>Meaning</b>		
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>	
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</p> <p>Q2 How does my audience influence what I write and the way I write?</p> <p>Q3 Realistic Focus: What craft and techniques help me create a realistic character on the inside and outside?</p>	
	<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>	
	<p><i>Students will know...</i></p> <p>K1 Temporal words and phrases that signal order</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Self-selecting topics that are important to them</p>	

## Stage 1: Desired Results - Key Understandings

<p>technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <i>(CCSS.ELA-LITERACY.W.3.6)</i></p> <ul style="list-style-type: none"> <li>○ 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. <i>(CCSS.ELA-LITERACY.W.3.10)</i></li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.3.1)</i> <ul style="list-style-type: none"> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <i>(CCSS.ELA-LITERACY.L.3.1.A)</i></li> <li>○ Form and use regular and irregular plural nouns. <i>(CCSS.ELA-LITERACY.L.3.1.B)</i></li> <li>○ Form and use regular and irregular verbs. <i>(CCSS.ELA-LITERACY.L.3.1.D)</i></li> <li>○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. <i>(CCSS.ELA-LITERACY.L.3.1.E)</i></li> <li>○ Ensure subject-verb and pronoun-antecedent agreement.* <i>(CCSS.ELA-LITERACY.L.3.1.F)</i></li> <li>○ Produce simple, compound, and complex sentences. <i>(CCSS.ELA-LITERACY.L.3.1.I)</i></li> </ul> </li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.3.2)</i> <ul style="list-style-type: none"> <li>○ Capitalize appropriate words in titles. <i>(CCSS.ELA-LITERACY.L.3.2.A)</i></li> <li>○ Use commas and quotation marks in dialogue. <i>(CCSS.ELA-LITERACY.L.3.2.C)</i></li> <li>○ Form and use possessives. <i>(CCSS.ELA-LITERACY.L.3.2.D)</i></li> <li>○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <i>(CCSS.ELA-LITERACY.L.3.2.E)</i></li> <li>○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in</li> </ul> </li> </ul>	<p>K2 How to properly punctuate dialogue</p> <p>K3 The five sense</p> <p>K4 Content Vocabulary: Main character, secondary character, point of view, narrator, first person, third person, dialogue, sensory details, small moments, figurative language, metaphor, simile, realistic fiction, historical fiction, fantasy, writing process, plan, draft, revise, edit, publish, reflect, mentor text, flat character, round character, internal conflict, external conflict, problem-solution story, regular plural nouns, irregular plural nouns, regular verbs, irregular verbs, simple, compound, complex sentences</p>	<p>S2 Planning, drafting, revising, editing, publishing and reflecting on writing</p> <p>S3 Writing realistic events in a clear sequence</p> <p>S4 Using descriptive language</p> <p>S5 Using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</p> <p>S6 Using paragraphs</p> <p>S7 Crafting an interesting beginning</p> <p>S8 Self-monitoring for clarity</p> <p>S9 Collaborating with a partner to set and reflect on goals</p> <p>S10 Using grade level spelling patterns</p> <p>S11 Spelling high frequency words correctly</p> <p>Engaging effectively in a range of collaborative discussions</p> <p>S12 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>S13 Form and use regular and irregular plural nouns.</p> <p>S14 Form and use regular and irregular verbs.</p> <p>S15 Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>S16 Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>S17 Produce simple, compound, and complex sentences.</p> <p>S18 Capitalize appropriate words in titles.</p> <p>S19 Use commas and quotation marks in dialogue.</p> <p>S20 Form and use possessives.</p> <p>S21 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>S22 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S23 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>S24 Choose words and phrases for effect.*</p>
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## Stage 1: Desired Results - Key Understandings

- writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(CCSS.ELA-LITERACY.L.3.2.G)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.3.3)*
  - Choose words and phrases for effect.\* *(CCSS.ELA-LITERACY.L.3.3.A)*

### **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*