

Narrative Writing: Grade 3

Stage 1 Desired Results

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> Students will demonstrate the ability to narrate a story, using a variety of forms, in order to develop real or imaginary events or experiences. <u>Content Standards:</u> <u>Text Types and Purposes</u> - W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Production and Distribution of Writing</u> - W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. - W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>Range of Writing</u> - W.3.10 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. <u>Conventions of Standard English</u> - L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> - L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Transfer	
	<i>Students will be able to independently use their learning to make sense of their reading and communicate experiences.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS What is this story really about?
	Acquisition	
	<i>Students will know...</i> - that narratives are written for a specific purpose: to entertain or share a story. - that the use of temporal words and phrases indicate changes in time. - that graphic organizers are helpful for developing writing ideas. - that technology can be used to produce and publish writing. - the function of nouns, pronouns, verbs, adjectives, and adverbs in general, but also their functions in particular sentences.	<i>Students will be skilled at...</i> - establishing a situation and introducing a narrator and/or characters. - organizing an event sequence that unfolds naturally. - using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. - using temporal words and phrases to signal event order. - providing a sense of closure. - selecting a writing structure to match task, purpose, and/or audience. - using the writing process to plan, revise and edit narrative writing. - identifying and using digital tools to produce and publish writing. - using digital tools to collaborate/work with others.

		• writing for long and short periods of time depending on the task. • forming and using regular and irregular plural nouns. • using abstract nouns (e.g., childhood). • forming and using regular and irregular verbs. • forming and using simple verb tenses. • ensuring subject-verb and pronoun-antecedent agreement. • forming and using comparative and superlative adjectives and adverbs, and choosing between them depending on what is to be modified. • using coordinating and subordinating conjunctions. • producing simple, compound, and complex sentences. • capitalizing appropriate words in titles. • using commas in addresses. • using commas and quotation marks in dialogue. • forming and using possessives. • using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • using spelling patterns and generalizations when writing words. • consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. • choosing words and phrases for effect. • recognizing and observing differences between the conventions of spoken and written standard English.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>think creatively</i> • <i>reason effectively</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
● 1.OA.1 Use	● 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
● 1.OA.1 Use	