The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

**Georgia Performance Standards Framework for English/Language Arts – Grade 3**

**Title:** 3rd Grade Narrative Unit Introduction and Overview  
**Subject:** English  
**Topics:** ELA-Conventions, ELA-Listening/Reading/Speaking/Writing/Viewing, ELA-Reading and Literature, ELA-Writing  
**Grade:** 3-Third  
**Designers:** Cassie Parson, Deborah Johnston

### Introduction

**Unit Framework Title**  
3rd Grade Narrative Unit Introduction and Overview

**Unit Framework Annotation**  
This third grade unit will immerse students in narrative texts. Students will read and write narrative texts. They will explore, discuss, and analyze the narrative writing standard through read alouds, guided reading, and independent reading. Through this exploration, students will internalize the elements of the narrative standard in order to construct a narrative based on a personal experience or imaginative story. Students will also discuss and explore the significance of careful revising and editing for appropriate use of capitalization, punctuation, and grammar and usage conventions. This use of the writing process will recur throughout the school year and in all units of study. Even though this unit will last approximately nine weeks, the narrative genre of writing may be revisited later in the year.

Students will be assessed to determine their reading levels. They will read texts at their independent level to practice skills and strategies as well as develop fluency (see five finger rule attachment). Students will be placed in appropriate guided reading groups (see notes and reflections about guided reading) at their instructional level and or based on instructional need(s). Within the guided reading groups, students will be explicitly taught about the elements of story/narrative. Students will identify elements such as setting, characters, and story structure. Students will see how authors develop these elements within their texts. Students will be prompted to experiment with these techniques in their own writing.

Teacher read-alouds will be carefully chosen. The read-alouds should have themes that reflect the lives of the students. Read-alouds may be at a level higher than the students' instructional level. This is to expose children to a more complex story structure. Also, through the read-alouds, the teacher will help develop the students' vocabulary.

During reading and writing class, teachers will carefully choose read-alouds. Students will make connections and respond to the read-alouds. The students will write their connections/responses in their writer's notebooks. (See notes about writer's notebook in Notes and Reflections) These connections/responses will be a self-generated bank of topics to choose from in order to write a narrative story. While reading, students will identify and discuss the characteristics of effective narrative writing and they will mimic these elements in their own narrative writing. Such narrative
elements include plot, characterization, setting, mood, tone, audience, voice, and point of view. Students will learn to recognize how the elements of narrative literature function in a variety of genres such as short stories, picture books, novels, plays, folk literature, and narrative poetry. While teaching the narrative writing standard in writing, teachers should also be teaching narrative texts in reading. A suggestion would be to teach students to respond to fiction literature and teach comprehension strategies for fiction texts in reading while they are teaching the narrative standard in writing. This could be done through an author study.

To begin this unit of study, students will choose from their bank of connections/responses in their writer's notebook to write an independently composed story. The teacher will then analyze the students’ work with a formal class profile (attached) to determine areas of strengths and weaknesses. This will determine the instructional decisions for this unit. The students will not receive feedback for this piece of writing. The teacher may take a couple or a few days to do this. Next, the teacher will move into teaching the narrative writing standard, and teach each element individually. The teacher will spend more time on the elements identified as student weaknesses from the data collected on the class profile. During the instruction of the narrative standard, students will compose at least one narrative composition. This will be composed with the assistance of teacher and peer conferencing. The student will take at least one narrative piece through the entire writing process, receiving assistance and feedback from the teacher and peers. After finishing the instruction of the narrative standard, students will have taken a narrative piece through the entire writing process. This will be considered the performance task for this unit. The teacher may then have the students take a couple or a few days to self-select another narrative writing idea, which the students will use to write a narrative story without assistance or feedback. Since this piece is independently composed, it may be used for the third grade writing assessment piece.

By the end of this unit of study, students will begin to understand that reading and writing go hand-in-hand. They will begin to have an idea of what it means to be an effective and active listener. Students will also begin to speak effectively in small and large group situations. Students will continuously develop their speaking and listening skills through ongoing participation in formal and informal response pair and response group activities. Students will continue to develop their speaking and listening skills throughout the year in future units of study.

This unit will introduce students to the procedures associated with the reading and writing process. Students will also have time to share their application of reading or writing strategies and get feedback from others in the form of Author's Chair or Reader's Chair (See notes and reflections about Author's Chair). Students will practice reading and writing habits and processes that will be continuously revisited throughout the school year in all units of study. Part of the reading habits this year in all units of study will help prepare the students for next year’s (4th Grade and up) GPS commitment to reading at least 25 books or book equivalents (approximately 1,000,000 words) for the year. During the school year through all units of study, students will complete reading logs, responses to books read (not every book, but most books), journal entries, writer’s notebook entries, reader’s notebook entries, observe teacher modeling, and engage in think-pair-share readings. The
activities in this unit along with future units of study will reinforce cooperative learning behaviors.

During reading and writing time, students will participate in student-teacher conferences, peer response pairs and peer response groups to present their writings and receive feedback from peers and their instructor based upon the narrative writing standard and rubrics. The writing the students complete will be “authentic” and will reflect habits of attending to the audience and aligning with best practices of effective composition. Students will discuss and explore the significance of careful editing for appropriate use of capitalization and punctuation and grammar and usage conventions. This use of the writing process will recur throughout the school year in all units of study.

While participating in this unit of study, students will increase their mastery of content vocabulary in context. Particular emphasis will be given to students’ analysis of figurative language. Students will also continue to apply their knowledge of affixes, root words, and context clues to improve their vocabulary mastery. They will also use their letter-sound knowledge to self-correct and demonstrate fluency (i.e., rate of reading and phrasing).

This Unit Framework is differentiated for:
Special Populations
While it is impossible to forecast what types of students, personalities, and disabilities you may experience in your classroom, there are some general guidelines to keep in mind to make things easier on you and provide more successful learning opportunities for all of your students. The first thing to keep in mind is to expect mastery. Yes, mastery. Every student in your class can and will master some skills. Some will come with many skills already and will learn many more over the course of the year. Others will come with deficits and/or disabilities that cause them to have difficulty; however, each and every one can master skills based on assessment, planning, and assessment in a repeating cycle. By limiting the number of skills (as needed) and focusing on the most foundational ones, most students can leave your class competent in basic areas of reading and writing and will have a good basis from which to add new skills. The second thing to keep in mind is that you have many resources surrounding you: special education teachers, paraprofessionals, facilitators, speech/language pathologists, ELL teachers, occupational and physical therapists, school psychologists, and veteran teachers, as well as literally thousands of books, journals, and other written media. Ask for help. The purpose of the recommendations/accommodations made within this unit is to spark ideas and begin to build a “bag of tricks” from which to draw as new challenges face you in the way of how to reach students with specific issues. This brings you to the third thing to keep in mind: Differentiated Learning Sections – read them. Many of the lessons you will find are conducive to supporting students at all levels; however, many suggestions have been made that might help you reach a child who is experiencing difficulty. The last thing to keep in mind is that education is inundated with acronyms, especially in the area of special education: SLD, IEP, FAPE, LEA, LRE, MIID, MOID, EBD, AUT, ASD, SLP, OHI, HI, VI, and on and on. Then, add acronyms that are related to SST, EIP and ELL. Find out what the acronyms mean; have someone make a list for you with a brief explanation.
Subject
English Language Arts

Topic
Reading/Writing/Listening, Speaking, Viewing

Grade(s)
3-Third

Approximate Duration for the Unit Framework
9 weeks

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Cassie Parson

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Additional Authors (optional)
Deborah Johnson

Standards

Focus Standards
ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

a. Correctly identifies and uses subject/verb agreement and adjectives.
b. Identifies and uses nouns (singular, plural, possessive) correctly.
c. Identifies and uses contractions correctly.
d. Identifies and uses personal and possessive pronouns.
e. Speaks and writes in complete and coherent sentences.
f. Identifies and uses increasingly complex sentence structure.
g. Distinguishes between complete and incomplete sentences.
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).
i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.
j. Uses the dictionary and thesaurus to support word choices.
k. Uses common rules of spelling and corrects words using dictionaries and other resources.
l. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).
m. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.
Complementary Standards

**ELA3R1** The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

a. Applies letter-sound knowledge to decode unknown words quickly and accurately.
b. Reads familiar text with expression.
c. Reads third-grade text at a target rate of 120 words correct per minute.
d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts.

**ELA3R2** The student acquires and uses grade-level words to communicate effectively. The student

a. Reads literary and informational texts and incorporates new words into oral and written language.
b. Uses grade-appropriate words with multiple meanings.
c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
d. Identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language.
e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-) and common suffixes (e.g., -tion, -ous, -ly).
f. Determines the meaning of unknown words on the basis of context.

**ELA3R3** The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.
b. Makes predictions from text content.
c. Generates questions to improve comprehension.
d. Distinguishes fact from opinion.
e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.
f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
g. Summarizes text content.
h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
i. Makes connections between texts and/or personal experiences.
j. Identifies and infers main idea and supporting details.
k. Self-monitors comprehension to clarify meaning.
l. Identifies and infers cause-and-effect relationships and draws conclusions.
m. Recalls explicit facts and infers implicit facts.
n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).
o. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.
p. Recognizes the author’s purpose.
q. Formulates and defends an opinion about a text.
r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
b. Recalls, interprets, and summarizes information presented orally.
c. Uses oral language for different purposes: to inform, persuade, or entertain.

Understanding and Goals

Unit Understandings, Themes, and Concepts (provide concepts students should retain as a result of this unit)

1. Reading and writing go hand in hand. Effective writers learn from other authors. Effective readers develop and apply habits and processes such as re-reading and reflecting upon their own reading habits. Effective writers read a lot and lead lives that include regular writing. They develop and apply habits and processes such as re-reading their writing, reflecting and critiquing their own writing and the writing of others, revising and editing their writing and others' writing through the writing process.
2. Writers use personal experiences as topics for narratives.
3. Readers and writers engage in these processes frequently and for different purposes to achieve varying goals.
4. Narratives include setting, character, and plot.
5. Effective listeners are active participants in communication, thinking about and forming opinions about what others are saying or expressing. Effective listeners also attend to the speaker and maintain eye contact.
6. Good writing is organized and has a clear beginning, middle, and end.
7. Effective speakers are sensitive to their audience and purpose, adjusting their speaking to accommodate both.
8. Effective narrative writing can serve a variety of purposes, including telling a story, communicating real or imagined experiences, and expressing ideas in a chronological sequence.

Primary Learning Goals or Essential Questions

Reading and Writing Essential Questions

1. What are the habits and processes of effective readers and writers?
2. How can we use our reading and writing to communicate and support our ideas?
3. How can we express real or imagined experiences that engage the audience/reader through writing in the narrative genre?
4. How can we enhance our vocabulary to implement effective word choice in our writing in order to better engage our readers?
5. What are elements of a good story?
6. How do authors develop setting, character, and plot?
7. How do reading and writing complement each other?
8. What is author's craft, and how can it be used in our writing?
9. How does sentence variety and word choice affect our writing?

**Listening/Speaking/Viewing Essential Questions**
1. What are the characteristics of effective or "active" listeners?
2. What characteristics do effective speakers possess in order to address the needs of their audience and purpose?

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**Balanced Assessments**

<table>
<thead>
<tr>
<th>Method/types</th>
<th>Informal Observations</th>
<th>Dialogue and Discussion</th>
<th>Selected Responses</th>
<th>Constructed Responses</th>
<th>Self-Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td></td>
<td></td>
<td>Content and Vocabulary Quizzes (story map, plot line, story web)</td>
<td>Use this informal class profile while you conference with students to determine instructional decisions/needs. Any element that you see the majority of the class struggling with will need to be addressed whole group. Any individual struggles or small group of students struggles can be addressed in small group conferencing or individual conferencing. You may also make notes such as this on the rubric attached as you go through the conferencing process. This profile is another way to keep up with the information.</td>
<td>Student reflection of strengths and weaknesses in correlation with narrative writing standard.</td>
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<tr>
<td>Reading</td>
<td>Reading Inventories</td>
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<td></td>
<td>Student completed rubrics on revising and editing of own personal narrative pieces.</td>
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<tr>
<td></td>
<td>Student-Teacher</td>
<td></td>
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<td>Student completed rubrics on growth as a reader.</td>
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<tr>
<td></td>
<td>Conferencing</td>
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<td>Student completed rubrics on listening/speaking/viewing.</td>
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<tr>
<td>Writing</td>
<td>Running Records</td>
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<td>Peer Assessment</td>
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<td></td>
<td>Unassisted narrative writing</td>
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<td>Student-student pair conferences discussing writing ideas, revision, and editing of narrative pieces.</td>
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<tr>
<td></td>
<td>Writer's Notebook</td>
<td></td>
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<td>Student response group conferences discussing writing ideas, revision, and editing of narrative pieces.</td>
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<td></td>
<td>Entries</td>
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<td>Student-Teacher</td>
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<td>Conferencing</td>
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<tbody>
<tr>
<td>Engage the reader's attention</td>
<td>Creatively engages the reader's attention</td>
<td>Captures the reader's attention</td>
<td>Somewhat captures the reader's attention</td>
<td>Attempts to engage the reader</td>
<td>Attempts to engage the reader</td>
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<tr>
<td>Create an organizing structure appropriate to a specific purpose, audience, and context</td>
<td>Establishes a clear organizational structure that includes a series of incidents or events. Develops the main points clearly. Places narrative to highlight the significance of events.</td>
<td>There is a general organizational structure that includes a series of incidents or events. Develops the main points clearly. Places narrative to highlight the significance of events.</td>
<td>Organizational structure is evident but not fully implemented. Creates a series of events. Begins to develop the action (local event). Attempts to provide setting.</td>
<td>Attempts to organize material. Sequences events, but may not describe them. May attempt to develop action.</td>
<td>Little organizational structure evident. Writing is not coherent.</td>
<td></td>
</tr>
<tr>
<td>Character Development</td>
<td>Clearly gives specific details about the character(s). Effectively describes the character(s) using concrete language and descriptive word choice. Develops character(s) internally and externally through effective dialogue and action.</td>
<td>Gives specific details about the character(s). Describes the character(s) using concrete language and descriptive word choice. Develops character(s) internally and externally through dialogue and action.</td>
<td>Use details about the character(s).Somewhat describes the character(s). Attempts to develop character(s). Dialogue may be attempted but ineffective.</td>
<td>COVER DETAILS ABOUT THE CHARACTERS(s), but does not develop them.</td>
<td>Character(s) may be mentioned, but not described or developed.</td>
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<tr>
<td>Use of detailed language—descriptive and specific</td>
<td>Use of language is descriptive and specific in order to effectively move the action of the story along and develop the character(s).</td>
<td>Use of language is descriptive and specific in order to move the action of the story along and develop character(s).</td>
<td>Use of language is minimally descriptive and specific in order to move the action of the story along and develop character(s).</td>
<td>Attempts to move the action of the story along and develops character(s). Language is not descriptive or specific. Language does not move the action of the story along and may attempt to develop the character(s).</td>
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<tr>
<td>Includes extraneous detail and unnecessary information</td>
<td>Details and actions move the writing forward without distracting.</td>
<td>Details and actions move the writing forward.</td>
<td>One or two extraneous details, not distracting.</td>
<td>Extra extraneous information</td>
<td>Excessive information may compromise comprehension.</td>
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<tr>
<td>Provides a sense of closure to the writing</td>
<td>Ends with a strong, satisfying closure.</td>
<td>Ends with a satisfying closure that is less than satisfying or confusing.</td>
<td>Ends with an unsatisfactory sense of closure.</td>
<td>Ends with no sense of closure evident.</td>
<td>Simple conclusion with no sense of closure evident.</td>
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</tbody>
</table>
Writer’s Workshop
Class Profile of Writing

<table>
<thead>
<tr>
<th>Student name and date:</th>
<th>Celebrations: (Elements that the student is doing well with)</th>
<th>Next Steps: (What element does the child need to work on?)</th>
<th>Ideas for Upcoming Mini-lessons:</th>
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</table>

AC Monday:  
AC Tuesday:  
AC Wednesday:  
AC Thursday:  
AC Friday:  

Notes:
Rules for Engagement

1. You actively listened to the speaker. You were thinking about what the speaker had to say. 😊😊

2. You looked at the speaker. 😊😊

3. You were respectful when you gave feedback to other students. You used words like I agree, I disagree, I am confused by, I have a question about, please, excuse me, and thank you. 😊😊

Next steps:


Unit Performance Task(s)

Unit Performance Task Title
Habits and Processes of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative Writing

Description/Directions
Summative Assessment:
(a) Completion of reading log for first nine weeks of school & informal responses to reading in reading notebook.
(b) Submission of a minimum of one (assisted with teacher and peer feedback) revised and edited multi-paragraph narrative composition. This is the writing that your students are working on in the constructed response balanced assessment, but this is the final draft of that piece of writing. If your students publish more than one narrative during the instruction of the narrative unit, use the best piece for this assessment.
(c) Submission of one self selected narrative composition (independently composed narrative with no feedback).
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Plot Line

Exposition:
Who are the characters and where does the story take place?
Information given at beginning of story.

Rising Action:
Events that take place before the conflict or climax (major event) of the story. (Usually 2 or 3 events that introduce the conflict.)

Climax:
Major conflict/problem or major event in the story. Most exciting or suspenseful part of story.

Falling Action:
The action or event that takes place after the climax.

Resolution:
How the story ends.
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Name: ___________________________ Date: _____________________

Story Map

Setting:

Character(s):

Problem:

Event:

Event:

Event:

Solution/Resolution:

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Kathy Cox, State Superintendent of Schools
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## Rubric for Performance Task

<table>
<thead>
<tr>
<th>Date</th>
<th>Criteria</th>
<th>Approaching the Standard</th>
<th>Meets the Standard</th>
<th>Exceeding the Standard</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Organization</td>
<td>Creates a list of incidents/events; provides simple and unorganized recounting of events.</td>
<td>Has a beginning, middle, and end. Purposely selects and orders events. Significance of events creates drama and suspense.</td>
<td>Has a beginning, middle, and end. Purposely selects and orders events. Significance of events creates drama and suspense. Has a rising action, climax, and resolution.</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Setting</td>
<td>Provides place and time.</td>
<td>Describes the place and time using specific details.</td>
<td>Describes the place and time using multiple specific details that appeal to the senses.</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Characters</td>
<td>Character is not fully developed; little or no dialogue and/or action among characters.</td>
<td>Character(s) are developed through realistic dialogue that is appropriate to the characters’ personality. Realistic dialogue and action that moves the story.</td>
<td>Character is well developed using most of the strategies taught or use of an advanced strategy such as simile, metaphor, etc. Character(s) are developed through realistic dialogue and action tags that are appropriate to the characters’ personality. Realistic dialogue and action tags that are appropriate to the characters’ personality.</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Conventions</td>
<td>Errors impede understanding</td>
<td>Most sentences are constructed correctly. Capital letters and punctuation are used correctly through most of the piece. Dialogue is punctuated correctly through most of the writing.</td>
<td>Relatively all sentences are constructed correctly. Capital letters and punctuation are used correctly through relatively the entire piece. Dialogue is punctuated correctly through most of the writing.</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Sequence of events</td>
<td>Single event or loosely connected. Possibly list of events.</td>
<td>Two or more events linked together. Transition words provide a natural flow.</td>
<td>Two or more events linked together. Transition words provide a natural flow. Use of a circular ending, thread back or any other advanced technique</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Sense of closure</td>
<td>The End or no sense of closure</td>
<td>Applies one of the strategies for sense of closure (circular ending, summarizing ending, reflective ending)</td>
<td>Applies an advanced strategy to develop sense of closure (circular ending, summarizing ending, reflective ending, surprise ending).</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Engaging beginning</td>
<td>No clear beginning</td>
<td>Applies one of the strategies for engaging beginning</td>
<td>Applies an advanced strategy to develop the beginning.</td>
<td></td>
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</tbody>
</table>

**Student Work Sample with Teacher Commentary**

The Scariest Halloween Ever

After studying the narrative writing standard and the elements the standard includes, the students were asked to write a narrative piece. This is an example of a third grade narrative that meets standard. The student received feedback from both the teacher and peers through conferencing.

The following work samples and corresponding analysis, next steps, and commentary are meant to serve as **reference tools only**. They in no way imply that teachers must create this three part product for each piece of student work that they receive. While teachers are encouraged to analyze student work using the appropriate standards as a guide and plan instruction accordingly, a written product such as these examples is not always required. Teachers are strongly encouraged to analyze student work using the appropriate standards as a guide and plan instruction accordingly, a written product such as these examples is not always required. Teachers are strongly
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urged to share commentary with students regarding their work regularly throughout units or tasks. Feedback that occurs on a regular basis is most effective when delivered in “dollops”/small segments, This commentary can be delivered in a variety of formats including a verbal discussion. For more information regarding commentary, see the Georgia Performance Standards training module Day Seven (http://www.georgiastandards.org/training.aspx)

Grade: 3
Contributors’ Names: Vanessa G. Walker & Cassie T. Parson- Rome City Schools- West End Elementary
Unit/Genre: Narrative Writing
Title: The Scariest Halloween Ever

Description/Directions:
After studying the narrative writing standard and the elements the standard includes, the students were asked to write a narrative piece. The student was asked to use the structure of a story. The student participated in teacher and peer conferences. The student was expected to pre-write, draft, revise, edit and publish.

Circumstances of the Task
Student worked alone during composition stages.
Students could refer back to charts of lessons taught around narrative writing elements.
Students could access peer and/or teacher conferences for revision and editing.
This narrative is in the final revision stages of a Performance Task.

Analysis of the Work: This analysis reflects assessment of the final stages of a Performance Task. This is a culminating end of unit task. The unit taught was on narrative writing and the duration was approximately six weeks.

(located under each standard(s) addressed)

Standards:
ELA3W1 The student demonstrates competency in the writing process. The student a. Captures a reader’s interest by setting a purpose and developing a point of view.
b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
c. Writes text of a length appropriate to address the topic or tell the story.
e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
g. Begins to develop characters through action and dialogue.
h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.

- The narrative demonstrates the writer’s ability to capture the reader’s interest by setting the mood of the story from the beginning. “One dark, scary night I went trick or treating.”
- The student began to select the organizational pattern of “story” by developing a plot and moving the story along with action and dialogue. (My friend Riley said, “Don’t go in there.” I asked, “Are you sure?” We started to go up the stairs when suddenly the stairs collapsed! We fell into a dark, wet dungeon.)
- The narrative was an appropriate length for a story including a beginning, middle, and end. The student used transition words to move the story along. (We started, suddenly, next, finally...)
- The student used specific sensory details through strong verbs and adjectives to communicate setting, plot, character, and to make the reader feel the suspense of the story. (We knocked down the brick wall and it led us to a dark, huge room. The next room was a hologram of outside. The next room had a bunch of paintings, just all over the walls. One blinked at us!)
ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- The writer varied sentence structure to enhance the flow of the piece and keep the writing from being choppy. (We went inside and called, “Hello, anyone home?” No answer. I just wanted to get out of here! We knocked down the brick wall and it led us to a dark, huge room.)
- The writer punctuated the dialogue correctly by capitalizing the first word of the spoken sentences, and by placing the punctuation inside of the quotation marks. “Don’t go there.” I asked, “Are you sure?” “Duh I’m sure.” “Well I’m going.” “Then I’m going with you.” However, the writer did not signal the reader that a new character was speaking by indenting every time a different character spoke.
- There were a couple of run on sentences and some functional fragments. Also, the narrative is one long paragraph; the writer does not begin a new paragraph with each new thought.

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.

b. Uses oral language for different purposes: to inform, persuade, or entertain.

c. Through conferencing, the student adapts oral language to fit the situation by following the rules of conversation with peers and adults.

d. Through author’s chair, the student uses oral language to entertain while reading the piece to peers and teacher.

Student Work
The Scariest Halloween Ever

One dark, scary night, I went trick or treating. I went to every house in Rome except one. My friend, Riley said, "Don't go there." I asked, "Are you sure?"

"Duh I'm sure," "Well I'm going," "Then I'm going with you." We rang the doorbell, but the door just opened. We went inside and called, "Hello, Any one home?" No answer.

We started to go up the stairs when suddenly the stairs collapsed! We fell into a dark, wet dungeon and we met Nick, Andy, Parker, Kenyon. They said they went through the chimney. But I didn't care...
The Scariest Halloween Ever

how they got down here, I just wanted to get out of here! We knocked down the brick wall and it led us to a dark, huge room. We saw some light far away so we moved closer than we saw a dragon! We ran for our lives! Finally, we got out of the room. Next we entered a bedroom. Kenyan asked "Why are we in a bedroom? Nick said "Let's get out of here!" Parker asked "What do you think were trying to do, Nick?" We opened the door and we were free, I think.

Chapter 2. The next room was a
The Scariest Halloween Ever

hologram of outside. We shut the door.
and went to another room. Before we
opened the door, it opened by itself. We started
to think someone was watching us. The next
room had a bunch of paintings just all over
the walls. One blinked at us! "Let's get
out of here!" said Riley. We ran out of
the room but we didn't know which way
to go. When we were running in the hallway
we saw the door! We were free!
We ran for the door, we opened the
door and there we back in Rome. What a

Halloween! that was! I was so happy!
The Scariest Halloween ever

Everyone was happy! We went home and got into our warm bed and we went to sleep. Happy Halloween!
Next Step Instructional Plans

- Review correct use of conjunctions (and & but). The student left the word “and” out in a sentence, and began a sentence with “But…” Show student examples of various types of good sentences from children’s books. Although students are normally taught not to begin sentences with conjunctions, the teacher could introduce the student to the author’s craft of using “and” artfully. Katie Wood Ray refers to this in the book Wondrous Words. Examples of artful uses of “and” would be Missing May by Cynthia Rylant (“And then a big wind came and set everything free.”), When I Was Young In the Mountains by Cynthia Rylant (“And that was always enough.”), and What You Know First by Patricia MacLachlan (“And so I can remember, too.”). The teacher could show the student these examples noting that it is artful when beginning sentences with “and” is not overused.

- Introduce the use of functional fragments as an author’s craft, making sure the student is aware of the difference between a complete sentence and a fragment. (For example, the student used the functional fragment “No answer.” but probably didn’t realize what he had done.) To make sure the student understands the components of a sentence. Have the student write a couple of sentences. Then ask him how he knows they are sentences. Go on to explain that sentences must have two components: a subject (who or what the sentence is about) and a verb (what the subject is doing/is). Explain what he did in his story worked well, giving it style, but caution him about using functional fragments too often. Show student examples of functional fragments in children’s books so he understands how authors use them. Teachers can find information about functional fragments in Katie Wood Ray’s book Wondrous Words. Page 173 of Wondrous Words begins the discussion of “Artful Sentence Fragments.” As a craft, authors sometimes use functional fragments by relying on understood parts of sentences to make thoughts complete as the student did in this piece when he wrote (“Hello, Any one home?” No answer.).

- Review paragraph indentation with student. His piece is not broken down into paragraphs. Show the student a piece that has paragraphs in comparison to his and ask him which one looks easier to read. (He should say the one with paragraphs.) Go on to show student a couple of books and how the author broke the writing into paragraphs. Explain to the student that you indent a new paragraph when you come to a new idea, time has passed, or someone new is speaking. Have student reread the story and revise paragraphing by indenting with every new thought, passage of time, and when someone new is speaking. (It might benefit this student to get him started by allowing him to read his piece to you and then let him tell where he thinks a new paragraph should start and why.)

Commentary provided to the student (verbal or written)

- As I was reading your story (narrative), I was engaging from the beginning until the end. You began your story by setting the scene of a spooky night and a spooky house. This made me feel a little uncomfortable. When your reader feels uncomfortable, like something is going to happen, it shows the story has suspense. You kept your reader interested throughout by developing your characters through actions and dialogue. (“Don’t go there.” “Are you sure?” “Duh, I’m sure.” “Well I’m going.” We started to go up the stairs when suddenly the stairs collapsed!)

- After reading your story, I believe you understand the narrative elements, especially in the areas of using sensory details and the use of dialogue. The way you used your dialogue and sensory details gave me a picture in my mind and I could almost hear your characters talking. I could see you and your friend talking and deciding to go into the scary house. I could tell that they were curious characters that didn’t want one to out do the other. (“Well I’m going.” “Then I’m going with you.”) I could visualize the two of you going into the house as the door just opened after you rang the doorbell. I could see you falling when the stairs collapsed. I pictured the paintings all over the wall in the room you were in, and I could tell you were shocked when one blinked at you through the use of the exclamation point. (One blinked at us!)
As a writer, you demonstrated the ability to transition from one thought to another giving your paper a good flow. You used transition words like next and finally. You also sort of listed the things you did such as We rang the doorbell... We went inside... We fell into... We knocked down... One thing I would suggest to you though, in transitioning from one idea to the next is to break your story into paragraphs. (Showing student a piece or book that has paragraphs.) Look at how other authors transition from one thought to another. When they come to a new idea, they indent two fingers over and begin a new paragraph. The indentation lets the reader know they are coming to a new idea, time has passed, or a new person is speaking. Look with me at these two books and let’s see how these authors decided to break up their writing with paragraphs.

I could tell you were ending your story when you said, “We went home and got in our warm bed and went to sleep.”

As I was reading your story, I noticed that you have a fragment here. (No answer.) Even though this is not a sentence because it doesn’t have a subject (who or what the sentence is about), it still works here. Let’s look at some other books where the author uses this same type of craft. This gives your paper style, but I don’t want you to do this too often because it may seem to your reader that you are not writing complete thoughts throughout your writing.

Sequence of Instruction and Learning
List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

Sequence of Instruction and Learning

Sequence of Activities, Tasks, and Assessments:
Weeks 1&2:

1. Students complete multiple formal and informal reading assessments, including a reading inventory, running record, writing an independently composed narrative, and teacher-student conference on CRCT results from last school year and the outcomes of the assessments listed above. Students will set goals with the teacher for areas to improve upon throughout the school year in the areas of reading and writing.

The teacher will read a mixture of narrative mentor texts and exemplar student work from the narrative genre in the form of read alouds. During the read alouds, the teacher will model and point out what effective authors do. The teacher will hold discussions about effective reading and writing strategies with the students.

3. Students will begin a daily reading log in which they record book titles, authors, number of pages read, etc. Students will use this log to record all text read daily during their independent reading time (see five finger rule) throughout the school year.
Five Finger Rule:

Ask the student to turn to any page in a text and read the first page or 100 words. As the student comes to a word that he/she is unable to pronounce or understand, the student holds up a finger to represent that word.

A book is too easy if the student can pronounce and understand all of the words and can retell everything read.

A book is too difficult if the student cannot pronounce or does not know the meaning of five words on the page and cannot retell what was just read.

A book is just right or appropriate if the student can pronounce and understand all but one or two of the words and can retell most of what was read.

Teach students to utilize this method when selecting texts for independent reading.

4. Teacher will model how to fill out response to literature graphic organizer for students to use to respond to some of their reading. (See Attachment)

5. Teachers will conduct focused lessons on procedures and habits of effective readers and writers. For example:

   • How we act and transition during the lesson, writing time, and share time.
   • Lessons focused on the use of the Writer's Notebook to generate ideas through the use of picture books.
   • Lessons focused on what we do when we think we're done.
   • Lesson revolving around the writing process - prewriting, drafting, revising, editing, and publishing.
   • Lessons focused on how we get help during work time - especially if the teacher is busy.
   • Lessons about conferencing with teacher and other students and what to expect and be prepared to do.
   • Lessons on how to use the other two folders - focusing on moving from writer's notebook to Drafting folder and then when we publish -our Published Work folder.
   • Author's Chair for sharing work incorporating listening, speaking and viewing skills.

Week 3:
Writing:
1. The students will write an independently composed narrative composition and the teacher will use the data gained from analyzing the work to make instructional decisions.
2. The teacher continues modeling characteristics of good readers and writers through read alouds/think alouds. The teacher introduces the narrative writing standard and briefly discusses
each of the elements giving examples of each. The teacher explains that each of the elements will be taught individually and in more depth as the class gets further into the standard.

3. The teacher explains that the students will choose one of their writer's notebook entries to take through the writing process to publishing. They will begin working with this piece along with the lessons that the teacher conducts around the narrative writing standard.

4. The teacher will discuss with the class the structure of narrative writing. The class will look at examples of narrative and fiction writing and books and fill out story maps to show the organization of the writing. The teacher will model his/her own writing and use a story map to show students how to organize their thoughts as he/she models this for the class. (This will take place ongoing throughout the narrative writing standard instruction - the teacher may only fill out portions at a time and the students will keep up with their story map in their drafting folder.) (See Narrative Writing Organizational Structure Instructional Task)

5. The students will participate in Author's Chair to receive feedback.

Reading:
1. The teacher will continue modeling good reading and writing characteristics through read aloud/think alouds.
2. The teacher will begin discussing with students the narrative writing elements found in fiction books.
3. Students will take part in independent reading during reading time, they will respond to some of the books they read informally in their reader's notebooks or graphic organizer, and they will record their reading on their reading log. (See response to literature graphic organizer)
4. The teacher will model using a story map or plot line graphic organizer to identify the elements of a story or fiction including setting, character, events, plot and resolution. (See Narrative Writing Organizational Structure Instructional Task.)
5. Students will record their newly learned vocabulary in the vocabulary section of their reading notebooks.
6. The teacher will introduce modeling comprehension monitoring which includes identifying where difficulty occurs, what the difficulty is, paraphrasing the sentence or passage into one's own words, and looking back and forward in the text to gain understanding.

Week 4:
Writing:
1. The teacher begins specific, focused lessons on the elements of the narrative standard, modeling and reading various examples (picture books/exemplar student work), making charts of lessons regarding the elements of the narrative discussed, and storing the charts where they are readily available/accessible for students to use as they write their narrative compositions.
2. The students continue to develop their narrative they chose from their writer’s notebooks using the strategies the teacher gives them during focused lessons about the narrative writing standard.
3. The teacher holds conferences with students pointing out the narrative elements they have implemented well in their writing and then moving them forward with their writing by critiquing their own work.
4. The teacher introduces students to the writing process. They have already been doing this some
with planning and drafting. The teacher will focus more on the revising step. The teacher models revising his/her own writing in focused, specific lessons demonstrating the elements of the narrative standard in his/her writing.

5. Students continue participating in Author’s Chair.

Reading:
1. The teacher works with the students in order to set goals for growth in reading. The teacher will also continue to model filling out the response to literature graphic organizer after reading and discussing fiction texts through read alouds (see response to literature graphic organizer).
2. The teacher begins using fiction texts in order to teach comprehension strategies such as making predictions, generating questions, recognizing plot, setting, and characters within text. The teacher then teachers the students how to compare and contrast these elements between texts, in addition to making judgments and summarizing.
3. The teacher begins teaching students how to respond to fiction texts. The teacher conducts focused lessons on summarizing the key or big ideas of the text. The students practice doing the same with the texts they are reading.
4. Students continue the daily independent reading, recording it on the reading log, and informally responding to the books read.
5. The teacher introduces and begins guided reading from the data gained during the first two weeks of school from running records and reading inventories. (See Notes and Reflections for description of guided reading)

Week 5:
Writing:
1. The teacher conducts focused, specific lessons on character development in narrative writing. The teacher will use the character chart graphic organizer to do this, and the teacher will model developing characters in his/her own writing. (See Narrative Writing Character Development Instructional Task and Character Chart graphic organizer)
2. The teacher and the students will discuss the character development rubric. The teacher will continue to discuss the elements of the narrative standard, organizational structure of narratives, and character development through conferencing.
3. The teacher will conduct lessons on peer conferencing and peer response groups and how they should be conducted.
4. Students continue to participate in Author’s Chair.

Reading:
1. The teacher continues to conduct read alouds modeling and discussing the basic elements of fiction.
2. The teacher will continue to teach and model comprehension strategies and provide scaffolding to students as they use them.
3. The teacher will conduct focused lessons on making connections to fiction text. (text to self, text to text, text to world)
4. The students will continue taking part in independent reading, informally responding to books
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Georgia Performance Standards Framework for English/Language Arts – Grade 3

read, and keeping up with the reading log.
5. Students will continue participating in guided reading.
6. The teacher will begin holding reading conferences with students and helping them to work to meet their learning goals for reading.

Week 6:
Writing:
1. The teacher conducts specific, focused lessons on self conferencing and peer conferencing using the narrative writing rubric that the teacher creates with the students or the example of the one posted with this unit.
2. The teacher continues to conduct specific lessons which include good examples of narrative writing, and pointing out the elements of the narrative writing standard in the books or exemplar student work.
3. Students continue to participate in Author’s Chair.

Reading:
1. The teacher introduces vocabulary from read alouds, discussing the meaning of the words and their associations.
2. The teacher begins collecting sentences from read alouds to use in writing with the Varying Sentence Structure and Correct Punctuation instructional task. Begin discussing with students what they notice about the sentences – their construction and punctuation.
3. The teacher continues to teach students comprehension strategies. The teacher models and then scaffolds while the students try the strategy with their own reading.
4. The teacher continues to teach and model making connections to fiction texts.
5. The teacher begins to teach and model making judgments about fiction texts.
6. Students continue independent reading, guided reading, responding informally, and logging what they have read in their reading logs.

Week 7:
Writing:
1. The teacher conducts lessons on varying sentence structure, correct punctuation, and dialogue. (See Varying Sentence Structure and Correct Punctuation Instructional Task).
2. The teacher will continue to conduct conferences with students while they work toward finishing and publishing their narratives. They will use the narrative writing rubric and the narrative standard to guide them.
3. Students continue to participate in Author’s Chair.

Reading:
1. The teacher continues to teach vocabulary from read alouds, discussing word meaning and association of words.
2. The teacher and student continue to look at good sentences from read alouds/books and chart them in order to discuss the construction of the sentences and the use of punctuation.
3. The teacher continues to model comprehension strategies and scaffold as students try to do the same in their own reading.
4. The teacher models making judgments about characters, theme, and author’s craft in fiction texts. The students practice doing the same in their reading.
5. Students continue independent reading, guided reading, responding informally, and logging what they have read on their reading logs.

Week 8:
Writing:
1. The teacher continues to conference with students in order to move them toward publishing their first narrative piece. This conferencing focuses on student strengths and areas that need improvement. The teacher should be focusing more on guiding students with editing their pieces and “cleaning them up” for their published/final copy. Some students may have finished their first narratives and are beginning to work on a second narrative or writing in their writer’s notebooks.
2. The teacher is conducting focused lessons on conventions at this time based on student needs.
3. Students are participating in self conferences, peer conferences, or teacher conferences or they are planning and drafting a new narrative.
4. Students participate in Author’s Chair.

Reading:
1. The teacher continues to read aloud good children’s literature (fiction) to students modeling and discussing comprehension strategies.
2. Teacher continues modeling making judgments like previously done in week 7. Now the teacher models taking that a step further and using evidence from the text to support the judgments.
3. Teacher models a more formal response to literature (fiction) by reading a book aloud, summarizing it, making connections, making judgments, and supporting the judgments with evidence from the text.
4. Students try writing a more formal response to literature (fiction) based on teacher modeling. Teacher and students conference about this during reading time.
5. Students continue independent reading, responding to books read, and logging the books read on their reading logs.

Week 9:
Writing:
1. The teacher and student continue conferencing in order to move students to finish up their narratives (due this week).
2. Students are working on publishing at least their first narrative maybe their second.
3. The teacher may have students choose a different piece from their writer’s notebooks in order to independently compose a narrative that could be used for the narrative piece of the third grade writing assessment.
Reading:
1. The teacher continues to read aloud good children’s literature (fiction) to students modeling and discussing comprehension strategies.
2. Teacher models a more formal response to literature (fiction) by reading a book aloud, summarizing it, making connections, making judgments, and supporting the judgments with evidence from the text. The teacher also models making comparisons between texts.
3. Students try writing a more formal response to literature (fiction) based on teacher modeling. Teacher and students conference about this during reading time.
4. Students revisit their goals for reading during conferences with the teacher discussing progress made thus far and areas to keep working toward.
5. Students continue independent reading, responding to books read, and logging the books read in their reading log. 1. Students complete multiple formal and informal reading assessments, including a reading inventory, running record, writing an unassisted narrative, and teacher-student conference on CRCT results from last school year and the outcomes of the assessments listed above. Students will set goals with the teacher for areas to improve upon throughout the school year in the areas of reading and writing.

2. The teacher will read a mixture of narrative mentor texts and exemplar student work from the narrative genre in the form of read alouds. During the read alouds, the teacher will model and point out what effective authors do. The teacher will hold discussions about effective reading and writing strategies with the students.

3. Students will begin a daily reading log in which they record book titles, authors, number of pages read, etc. Students will use this log to record all text read daily during their independent reading time (see five finger rule) throughout the school year.

**Five Finger Rule:**

Ask the student to turn to any page in a text and read the first page or 100 words. As the student comes to a word that he/she is unable to pronounce or understand, the student holds up a finger to represent that word.

- **A book is too easy** if the student can pronounce and understand all of the words and can retell everything read.
- **A book is too difficult** if the student cannot pronounce or does not know the meaning of five words on the page and cannot retell what was just read.
- **A book is just right or appropriate** if the student can pronounce and understand all but one or two of the words and can retell most of what was read.

Teach students to utilize this method when selecting texts for independent reading.

4. Teacher will model how to fill out response to literature graphic organizer for students to use to respond to some of their reading. *(See Attachment)*
5. Teachers will conduct focused lessons on procedures and habits of effective readers and writers. For example:
• How we act and transition during the lesson, writing time, and share time.
• Lessons focused on the use of the Writer's Notebook to generate ideas through the use of picture books.
• Lessons focused on what we do when we think we're done.
• Lesson revolving around the writing process - prewriting, drafting, revising, editing, and publishing.
• Lessons focused on how we get help during work time - especially if the teacher is busy.
• Lessons about conferencing with teacher and other students and what to expect and be prepared to do.
• Lessons on how to use the other two folders - focusing on moving from writer's notebook to Drafting folder and then when we publish - our Published Work folder.
• Author's Chair for sharing work incorporating listening, speaking and viewing skills.

Week 3:
Writing:
1. The students will write an unassisted narrative composition and the teacher will use the data gained from analyzing the work to make instructional decisions.
2. The teacher continues modeling characteristics of good readers and writers through read alouds/think alouds. The teacher introduces the narrative writing standard and briefly discusses
Each of the elements giving examples of each. The teacher explains that each of the elements will be taught individually and in more depth as the class gets further into the standard.

3. The teacher explains that the students will choose one of their writer's notebook entries to take through the writing process to publishing. They will begin working with this piece along with the lessons that the teacher conducts around the narrative writing standard.

4. The teacher will discuss with the class the structure of narrative writing. The class will look at examples of narrative and fiction writing and books and fill out story maps to show the organization of the writing. The teacher will model his/her own writing and use a story map to show students how to organize their thoughts as he/she models this for the class. (This will take place ongoing throughout the narrative writing standard instruction - the teacher may only fill out portions at a time and the students will keep up with their story map in their drafting folder.) (See Narrative Writing Organizational Structure Instructional Task)

5. The students will participate in Author's Chair to receive feedback.

Reading:
1. The teacher will continue modeling good reading and writing characteristics through read aloud/think alouds.
2. The teacher will begin discussing with students the narrative writing elements found in fiction books.
3. Students will take part in independent reading during reading time, they will respond to some of the books they read informally in their reader's notebooks or graphic organizer, and they will record their reading on their reading log. (See response to literature graphic organizer)
4. The teacher will model using a story map or plot line graphic organizer to identify the elements of a story or fiction including setting, character, events, plot and resolution. (See Narrative Writing Organizational Structure Instructional Task.)
5. Students will record their newly learned vocabulary in the vocabulary section of their reading notebooks.
6. The teacher will introduce modeling comprehension monitoring which includes identifying where difficulty occurs, what the difficulty is, paraphrasing the sentence or passage into one's own words, and looking back and forward in the text to gain understanding.

Week 4:
Writing:
1. The teacher begins specific, focused lessons on the elements of the narrative standard, modeling and reading various examples (picture books/exemplar student work), making charts of lessons regarding the elements of the narrative discussed, and storing the charts where they are readily available/accessible for students to use as they write their narrative compositions.
2. The students continue to develop their narrative they chose from their writer’s notebooks using the strategies the teacher gives them during focused lessons about the narrative writing standard.
3. The teacher holds conferences with students pointing out the narrative elements they have implemented well in their writing and then moving them forward with their writing by critiquing their own work.
4. The teacher introduces students to the writing process. They have already been doing this some
with planning and drafting. The teacher will focus more on the revising step. The teacher models revising his/her own writing in focused, specific lessons demonstrating the elements of the narrative standard in his/her writing.

5. Students continue participating in Author’s Chair.

Reading:
1. The teacher works with the students in order to set goals for growth in reading. The teacher will also continue to model filling out the response to literature graphic organizer after reading and discussing fiction texts through read alouds (see response to literature graphic organizer).
2. The teacher begins using fiction texts in order to teach comprehension strategies such as making predictions, generating questions, recognizing plot, setting, character within text, and compares and contrasts these elements between texts, making judgments, and summarizing.
3. The teacher begins teaching students how to respond to fiction texts. The teacher conducts focused lessons on summarizing the key or big ideas of the text. The students practice doing the same with the texts they are reading.
4. Students continue the daily independent reading, recording it on the reading log, and informally responding to the books read.
5. The teacher introduces and begins guided reading from the data gained during the first two weeks of school from running records and reading inventories. (See Notes and Reflections for description of guided reading)

Week 5:
Writing:
1. The teacher conducts focused, specific lessons on character development in narrative writing. The teacher will use the character chart graphic organizer to do this, and the teacher will model developing characters in his/her own writing. (See Narrative Writing Character Development Instructional Task and Character Chart graphic organizer)
2. The teacher and the students will discuss the character development rubric. The teacher will continue to discuss the elements of the narrative standard, organizational structure of narratives, and character development through conferencing.
3. The teacher will conduct lessons on peer conferencing and peer response groups and how they should be conducted.
4. Students continue to participate in Author’s Chair.

Reading:
1. The teacher continues to conduct read alouds modeling and discussing the basic elements of fiction.
2. The teacher will continue to teach and model comprehension strategies and scaffolding students as they use them.
3. The teacher will conduct focused lessons on making connections to fiction text. (text to self, text to text, text to world)
4. The students will continue taking part in independent reading, informally responding to books read, and keeping up with the reading log.
5. Students will continue participating in guided reading.
6. The teacher will begin holding reading conferences with students and helping them to work to meet their learning goals for reading.

Week 6:
Writing:
1. The teacher conducts specific, focused lessons on self conferencing and peer conferencing using the narrative writing rubric that the teacher creates with the students or the example of the one posted with this unit.
2. The teacher continues to conduct specific lessons which include good examples of narrative writing, and pointing out the elements of the narrative writing standard in the books or exemplar student work.
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1. The teacher introduces vocabulary from read alouds, discussing the meaning of the words and their associations.
2. The teacher begins collecting sentences from read alouds to use in writing with the Varying Sentence Structure and Correct Punctuation instructional task. Begin discussing with students what they notice about the sentences – their construction and punctuation.
3. The teacher continues to teach students comprehension strategies. The teacher models and then scaffolds while the students try the strategy with their own reading.
4. The teacher continues to teach and model making connections to fiction texts.
5. The teacher begins to teach and model making judgments about fiction texts.
6. Students continue independent reading, guided reading, responding informally, and logging what they’ve read on their reading logs.

Week 7:
Writing:
1. The teacher conducts lessons on varying sentence structure, correct punctuation, and dialogue. (See Varying Sentence Structure and Correct Punctuation Instructional Task).
2. The teacher will continue to conduct conferences with students while they work toward finishing and publishing their narratives. They will use the narrative writing rubric and the narrative standard to guide them.
3. Students continue participate in Author’s Chair.

Reading:
1. The teacher continues to teach vocabulary from read alouds, discussing word meaning and association of words.
2. The teacher and student continue to look at good sentences from read alouds/books and chart
them in order to discuss the construction of the sentences and the use of punctuation.
3. The teacher continues to model comprehension strategies and scaffold as students try to do the same in their own reading.
4. The teacher models making judgments about characters, theme, and author’s craft in fiction texts. The students practice doing the same in their reading.
5. Students continue independent reading, guided reading, responding informally, and logging what they’ve read on their reading logs.

Week 8:
Writing:
1. The teacher continues to conference with students in order to move them toward publishing their first narrative piece. This conferencing focuses on student strengths and areas that need improvement. The teacher should be focusing more on guiding students with editing their pieces and “cleaning them up” for their published/final copy. Some students may have finished their first narratives and are beginning to work on a second narrative or writing in their writer’s notebooks.
2. The teacher is conducting focused lessons on conventions at this time based on student needs.
3. Students are participating in self conferences, peer conferences, or teacher conferences or they are planning and drafting a new narrative.
4. Students participate in Author’s Chair.

Reading:
1. The teacher continues to read aloud good children’s literature (fiction) to students modeling and discussing comprehension strategies.
2. Teacher continues modeling making judgments like previously done in week 7. Now the teacher models taking that a step further and using evidence from the text to support the judgments.
3. Teacher models a more formal response to literature (fiction) by reading a book aloud, summarizing it, making connections, making judgments, and supporting the judgments with evidence from the text.
4. Students try writing a more formal response to literature (fiction) based on teacher modeling. Teacher and students conference about this during reading time.
5. Students continue independent reading, responding to books read, and logging the books read on their reading log.

Week 9:
Writing:
1. The teacher and student continue conferencing in order to move students to finish up their narratives (due this week).
2. Students are working on publishing at least their first narrative maybe their second.
3. The teacher may have students choose a different piece from their writer’s notebooks in order to compose an unassisted narrative that could be used for the narrative piece of the third grade writing assessment.
### Reading:
1. The teacher continues to read aloud good children’s literature (fiction) to students modeling and discussing comprehension strategies.
2. Teacher models a more formal response to literature (fiction) by reading a book aloud, summarizing it, making connections, making judgments, and supporting the judgments with evidence from the text. The teacher also models making comparisons between texts.
3. Students try writing a more formal response to literature (fiction) based on teacher modeling. Teacher and students conference about this during reading time.
4. Students revisit their goals for reading during conferences with the teacher discussing progress made thus far and areas to keep working toward.
5. Students continue independent reading, responding to books read, and logging the books read on their reading log.
### Response to Literature (fiction)
**3rd Grade Graphic Organizer**

#### ELA3W1 - RL
**Title:**

**Author:**

**Question (that can be answered from the book):**

**Quote (choose a favorite or important quote):**

**ELA3W1 - RL**
**Judgment (an answer to your question):**

**ELA3W1 - RL**
**Support from a connection (circle: text to self, text to text):**

**Support/Evidence from book (find a quote from the book that supports your judgment):**

**ELA3W1 - RL**
**Interpretation (write why you think something happened in the book):**

**Main Characters:**

**Understanding of the literary work—goes beyond retelling (write a summary):**

**Beginning:**

**Middle:**

**Ending:**

**ELA3W1 - RL**
**Language (what words do you not know or what words do you like):**

**ELA3W1 - RL**
**Compares two works by an author (after reading two books by same author explain similarities/differences):**

**ELA3W1 - RL**
**Theme/Common Idea (tell what the theme of the book is and explain how other books that have the same theme share a common idea):**
Web Resources (optional)

Additional Elements

Sample List of Appropriate Resources (optional)

Technology Connection/Integration (use of any available technological resources)

Students could publish their narrative writing compositions on the computer. Students could also use the website www.readwritethink.org to develop their narratives using the website's organizing tools.

General Classroom Accommodations

There are specific suggestions for scaffolding and accommodating at-risk students, students with exceptional needs, and students who speak other native languages under each of the instructional tasks as well as learning profiles and other resources. Be sure to check out the Differentiated Instruction for help in addressing the needs of individual students. There is always more than one way to meet a need. The techniques and strategies provided are just a sampling. Here are a few things to consider when setting up and organizing the learning environment.

1. Picture Dictionaries: From the most simple to the elaborate, picture dictionaries support a wide range of students form language-impoverished homes, to students with exceptional needs, to students learning to speak English.

2. Highlighting and color coding are two strategies to use when trying to focus on one aspect of an element or standard and are especially helpful for visual learners, students with attending difficulties, and students struggling with specific skills.

3. Limit the scope of expectations for each piece of writing as dictated by the student's disability or areas of weakness. For example, during character development under the writing standard, focus on the student's ability to understand and provide consist samples of character development and perhaps dialogue. However, the student may have difficulty with the punctuation of dialogue and complex sentences. It is often hard for the teacher to focus on just one or two skills at a time with an individual student, but in the long run, the student reaches proficiency, builds confidence, and is better able to add new skills. Focusing on several skills at the same time will overwhelm some students, and they tend to either act out or shut down. Either way, we are at risk of losing them.

4. Expect mastery of all students and work toward that end, acknowledging that not all students are at the same level or progress at the same rates. Also, use the language of the standards as students are going to learn whatever vocabulary used to express the concepts to be learned. By teaching the language of the standards from the beginning, students will progress through the years with consistent terminology and understandings.

5. Plan for what is acceptable to do when a student is finished with his/her work. There will always be students who work fast for whatever reason and need to have productive tasks to do when their work is complete.
6. **Allow for choices** to be made by students, especially students who are dealing with emotional or behavioral issues. Many times, giving an overwhelmed or emotionally charged student a choice about which task to tackle next, gives him/her power over his/her circumstances. Many students feel powerless about events or situations that are going on in their lives, so by giving them a choice between two tasks allows them to maintain a semblance of control and will often times help them move into a productive role rather than a negative role.

7. **Safe Zone**: Every class of students is a complex myriad of personalities, issues, strengths and weaknesses. Any student can have an off day, and many students have hair triggers and may have difficulty with self-control. By providing a “safe zone” within the classroom, you can support students in learning self-recognition of impending negative feelings/behavior and in learning to help themselves by moving to a safe zone to cool off, to have quiet, and/or to be able to focus on a task. A safe zone is just a designated place in the room (i.e. study carrel, beanbag, carper square, empty desk, or rocking chair) where a student can move to when he/she recognize that he/she is becoming overwhelmed, angry, frustrated, or unable to focus. Keep the spot away from as many distracters as possible such as pencil sharpeners, doors, windows, heavy traffic areas, toy center, etc. It would be great (if possible) to have softer light and something of comfort (stuffed bear or a small fluffy pillow) for the student to clutch. Most students who have been patiently taught how to use the safe zone will return to the class or group activity within a short time. Again, they are able to exercise some control over their lives.

Note: In a kindergarten setting, a support person can also act as a “safe zone” if appropriate. A student may be allowed to move next to the parapro, adult volunteer, or other adult. At 3rd grade, you may be able to work out a silent signal between you and a student so he/she can quietly go to the drinking fountain or other such designated place for a brief break.

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**Notes and Reflections**

Please note that the following resources were used in the creation of this unit and therefore should be acknowledged. The fourth grade unit frameworks and units that are located on the GA Department of Education website were used as a guide line to write this unit and some of the wording is the same. Lessons using mechanics and conventions came from the book *Mechanically Inclined* by Jeff Anderson. *Making Revision Matter* by Janet Angelillo was used for some of the organizational ideas and revision ideas with the elements of the narrative standard in this unit. Although these titles are wonderful resources the Department of Education is **not** stating that teacher must use these resources.

Also, please note that any of the picture books and authors noted in this unit are merely examples of texts and authors that could be used. These were included because they were good examples of books that had examples of the elements being discussed. The Department of Education is **not** stating that these books must be used, these are just merely examples that came to mind while creating this unit. Teachers should feel free to use any books they choose that would serve the purpose they want the books to serve in order to teach/model the elements.
Furthermore, since the third grade writing assessment is in the month of March, it is suggested that teachers consider teaching the response to literature standard during reading time from the beginning of the year instead of teaching it later in the year. This would give teachers and students more time to accomplish pieces in all four genres (narrative, informational, response to literature, and persuasive) well before the March deadline. The Response to Literature unit is a unit that will appear later in the scope and sequence, but a teacher could certainly have students respond to narrative texts/fiction texts in reading while they are teaching narrative writing and then have students respond to nonfiction texts in reading while teaching informational/expository writing. The complementary reading standards go hand in hand with the focus writing standards and the response to literature element in the writing standard. Teachers could focus on the ELA3R3 comprehension standard elements c, e, f, g and i during reading to develop a response to literature during reading time. Then, if the teacher decides to focus a set amount of time later in the year to response to literature in writing, this could be done quickly since students will already have a foundation in response to literature from reading class and a piece for the writing assessment would not take as long to accomplish.

Speaking of the Third Grade Writing Assessment, it is crucial that both the teacher and students are aware of what is expected. The DOE Third Grade Writing Rubric is attached to this unit, and students should be familiar with it and understand how their writing pieces will be assessed using such a rubric.

Author's chair takes place during share time (last 5-10 mins. of class). During this time, students read aloud their writing to their classmates. Students may read either a small portion of their writing if they are requesting feedback to help them along or modeling something they have done well. Students may also choose to read the entire selection if they are celebrating what they have written in its entirety. The key to the success of author's chair is developing a safe and positive environment where students feel comfortable sharing their work, giving feedback to others (respectfully), and receiving feedback from others. Students may TAG the reader/author in author's chair by T - telling something they liked, A - asking questions that the readers are confused about, and G - giving suggestions to the author. The behaviors expected during author's chair/share time should be a part of the procedures modeled and taught to students during the first two weeks of school. This should be a positive time for students in order to reassure students that they are successful writers and everyone has room for growth. The teacher is encouraged to share his/her writing during this time also. Some constructive criticism is acceptable during this time, but it should be specific and coupled with positive remarks as well.

Guided reading (introduced during reading time) is an instructional time to conduct small group instruction. It is also a time for the teacher to focus on helping the students' increase their reading fluency, comprehension, phonics instruction, and vocabulary. In order to form guided reading groups, the teacher will use the data gained from the informal reading assessments given during the first two weeks of school (running records & reading inventories). Students are then placed in small groups based on reading levels and/or strengths and weaknesses in the areas of reading. Groups may be heterogeneous or homogeneous based on the instruction the teacher is planning on.
providing at that time. While working with a small guided reading group, the teacher will assign various pages for students to quietly read to themselves. The teacher will listen to students read individually and quietly while the others in the group are reading silently. While listening to students read, the teacher will teach fluency skills, check and clarify comprehension, scaffold the student using a comprehension strategy, introduce and/or teach word recognition skills, context clues, phonics instruction, vocabulary skills, etc. This is also a good time to have small group instruction and discussions with students that share a common need/weakness.

The formal classroom profile is for the teacher to use to determine weaknesses and strengths within the class. The teacher will place a + under the elements the student had established in his/her writing and a - under the elements the student did not have established in his/her writing. The elements that have a lot of - are the elements the teacher will spend more instructional time on and the elements that are heavy with +’s will be the elements that the teacher will spend less instructional time on. This profile can be used at the beginning of a unit of study to determine instructional decisions. The profile may be used again at the end of a unit of study to show student growth within the genre of writing.

The informal classroom profile is used while the teacher is in the midst of the unit of study and conferencing with the students. This profile will help the teacher see whether or not certain elements need to be readdressed whole group, small group, or individually. The teacher will write down elements that are established in the students' writing and elements that are not established. The teacher will make instructional decisions regarding how to address the elements that are not well established in the students' writing.

**Materials and Equipment:**
In developing this unit, the materials that teachers would need to have are chart paper, markers, standards posted so students can read, conferencing records/notebook/supplies, and good children's fiction picture books and/or exemplary examples of narrative third grade student work. Teachers will need to either use the rubrics included in this unit or come up with their own. Teachers will also need to have a copy of the writing assessment materials for narrative writing - narrative writing rubric, conventions rubric, and student writing record sheet. The website where teachers can locate the writing assessment information is http://www.gadoe.org/ci_testing.aspx?folderID=3337&m=links&ft=Grade%203%20Resources / Grade 3 Writing Assessment and Instructional guide) for narrative writing sample and conventions. The narrative writing rubric is slide or page 20 of this link and the conventions rubric is slide or page 22.

Each student will need to have a writer's notebook that he/she will use throughout the year for each of the units of study or genres. This writer's notebook can be a composition book or spiral notebook, and it will be a place for students to generate ideas, make connections to texts, play with language, record noticings, keep notes/research, etc. Also, each student will need a drafting folder to keep the writing they are currently working on and a published piece folder for the students/teacher to keep the students writing (unassisted writing so the teacher can make instructional decisions as to where students are) and written compositions that are published (assisted with feedback/conferencing). The drafting folder and the published piece folder can be
three prong/two pocket folders. Each student will also need a reading log in order to keep up with their independent reading. Each student will need a reader's notebook in order to informally respond to reading, practice comprehension strategies, keep new vocabulary, keep notes of goals and growth through the year, and to keep notes of reading conferences conducted with the teacher.