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 Task for English Language Arts – GRADE 3**

**Grade:** Third  
**Title:** End of Writing Composition

**Task Annotation:**

After learning the essential elements of narrative and exploring authors’ techniques to develop these elements, the students will self-select a topic to write about from their bank of personal connections. Over the course of several weeks, students will draft, revise and edit their narrative. The students will be given opportunities for peer and teacher feedback. Before publishing their narratives, students will self evaluate using the rubric created throughout this unit. **Although there is a rubric example attached to this task, teachers are encouraged to create their own rubrics to meet their students' needs.** Students will then publish their piece using a variety of materials. They will be taught explicitly how to present their piece in front of a group. To conclude the unit, the pieces will be shared at an author’s celebration.

**The Task:**

Students will choose an imaginative story or a personal experience from their bank of writing ideas located in their writer's notebooks. Their bank has been developed by making connections to a variety of text through the narrative unit.

Students will apply the strategies taught and learned throughout this narrative unit to their pieces through revision. Students will self-evaluate their pieces based on their narrative rubric constructed through the unit. A sample rubric is included with this task. **However, teachers are encouraged to create their own rubrics to meet their students' needs.** Students may have student-teacher conferences and peer conferences.

Students will apply third grade conventions to their piece of writing through the editing process. Students will self-evaluate their pieces based on a conventions rubric. A sample conventions section is included in the sample rubric.

Students will publish their narratives.

Students will practice using appropriate speaking and listening skills to prepare for presenting their published piece at the authors' celebration.

Students will also write an independently composed and self-selected narrative. This piece may be written over a few days, but the student will not receive conferencing or feedback from teachers or peers. If the teacher wishes, he/she may use this independently composed piece for the narrative Third Grade Writing Assessment piece. In that case, the Third Grade Writing Assessment Rubrics will be used to score this piece. Please note the web address indicated in this performance task to obtain the rubrics for the Third Grade Writing Assessment (http://www.gadoe.org/ci_testing.aspx?folderID=3337&m=links&ft=Grade%203%20Resources/ Grade 3 Writing Assessment and Instructional Guide).
Focus Standard:

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.
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.
m. Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
n. Publishes by presenting an edited piece of writing to others.

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
  e. Speaks and writes in complete and coherent sentences.
  f. Identifies and uses increasingly complex sentence structure.
  g. Distinguishes between complete and incomplete sentences.
  l. Uses common rules of spelling and corrects words using dictionaries and other resources.
m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).
## Sample Narrative Rubric

<table>
<thead>
<tr>
<th>Week</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>4</td>
<td>Setting</td>
<td>Setting not present in the piece or inferred</td>
<td>Describes the setting using specific details</td>
<td>Describes the setting well using specific details that include more than two of the five senses</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Characters</td>
<td>Character is not fully developed</td>
<td>Character is developed including name (where appropriate) some element of physical appearance, thoughts, feelings, dialogue</td>
<td>Character is well developed using most of the strategies taught or use of an advanced strategy such as simile, metaphor, etc</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dialogue</td>
<td>No dialogue present</td>
<td>Dialogue present</td>
<td></td>
<td>Characters participate in a conversation that moves the piece or describes the characters</td>
</tr>
<tr>
<td>8</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>7</td>
<td>Organization</td>
<td>Little organizational structure is evident. Writing is not coherent</td>
<td>Organizational structure that includes a series of events. Develops the action or main event. Ends with a satisfying closure</td>
<td>Organizational structure is well in place and includes a series of two or three events leading up to the main event in the story. Ends with a satisfying closure</td>
<td></td>
</tr>
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</table>

Georgia Department of Education  
Kathy Cox, State Superintendent of Schools  
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