Unit 5: Narrative Writing: Once Upon a Time

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 4**
Length: **8 Weeks**
Status: **Published**

Unit Overview

Story telling is at the heart of this third grade unit in narrative writing. Not only will children learn to write well-crafted tales; but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy tales are by nature taut tales with clear story arcs, archetypes, and lessons. They are terrific models of the craft moves that youngsters can use in their own writing. As the children write their adaptations they will see how developing a clear sequence of events is the framework for all good narrative writing. They will use dialogue and description to enhance the story-telling, and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders will recall, practice, and improve upon the narrative writing they started at the beginning of the year. They will also be preparing for narrative writing in the fourth grade. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under

	discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Questions

How do writers become invested in the Writing Workshop?
How do good habits, routines, and procedures within the workshop model enable writers to grow?
How do writers write with volume, stamina, and speed?
How can writing partners, mentor texts, and writing strategies help a writer?

How can writers monitor their growth as writers?

Application of Knowledge: Students will know that...

- adaptations include changes that are meaningful and consequential.
- fairy tales are a form of narrative writing that is different from a personal narrative.
- fairy tales are short stories, written as several small scenes that follow a predictable pattern.
- storytelling is different from reporting.
- writers have many ways to develop and revise stories they create.
- writers learn all they can about a genre before writing.
- writers need to revise and edit their written pieces, for instance by varying their sentences.

Application of Skills: Students will be able to...

- identify the elements of a fairy tale
- make meaningful and consequential adaptations to a fairy tale
- show sequence with strong transitional words
- story-tell their ideas before they begin to write
- tell a story that includes the elements of a fairy tale
- use a variety of means of assessing, revising, and editing their work
- write a story rich in details to describe characters, plot, and setting
- write a story that includes dialogue
- write a story that uses a storyteller's voice
- write a story with a clear sequence of events
- write the events of a story as small moments, or small scenes

Teaching Points and Suggested Activities

Preparation before beginning the unit:

- ***Mentor texts, such as the ones listed in "Resources", will be shared in whole or in part throughout the unit. The books may at times be read aloud outside of the Workshop but then referred to during the Workshop. Excerpts can be reproduced for close inspection or projected with the use of a document camera.
- Gather a stack of fairy tales and fairy tale adaptations to assist in the unit's focus. Some suggested titles are listed below in **Resources**. From this stack, choose your mentor fairy tale adaptation, the book you and your class will return to again and again. The book, Prince Cinders by Babette Cole, is referred to as the mentor text in *The Units of Study* but you can replace it with any book of your choosing.
- Read, discuss, and explore fairy tales (the more immersed the children are in the genre, the better) before beginning the unit. *Cinderella*, *The Three Billy Goats Gruff*, and *Little Red Riding Hood* are suggestions. The children will choose one of these to adapt (for example, *Billy Goats Gruff* or *Red Riding Hood*) while you use *Cinderella* as the demonstration text for whole-class fairy tale adaptation work.
- Continue to expose the children to lots of fairy tales and folk tales throughout the unit as they will be asked to choose a

favorite, and very familiar, tale to adapt.

The following teaching points and activities are adapted from Once Upon a Time *(Grade 3)* unit of the *Units of Study for Teaching Writing (Calkins et al., 2013)* and serve as a loose framework for teachers, who will add to and or emphasize based on their student's needs.

Teaching Points

- Teach students that writers create their own fairy tales by adapting classic ones. To gain inspiration and begin to write, writers study several versions of a classic fairy tale and then ask themselves, "Why might the author have made these versions?"
- (1-2 days) Teach students that writers adapt fairy tales in meaningful ways. When changes are made, they must be consequential changes that affect other elements of the story, rippling throughout.
- Teach students that writers story-tell or act out their stories to help as they plan their drafts and as they write their drafts.
- Teach students that writers can rehearse for writing by storytelling or acting out each scene.
- Teach students that writers often weave narration through fairy tales as a way to establish background, tie together scenes, and teach a moral or end a story.
- Teach students that writers check their work and plan for future projects.
- Teach students that writers rely on each other and themselves to independently plan, not only their stories, but their writing process.
- Teach students to vary the length and types of sentences in their writing to increase interest; for example by turning simple sentences into complex sentences.
- Teach students that writers make fairy tales sound like fairy tales by using special language-in this case, by adding refrains.
- Teach students that writers make significant revisions as they draft, using other authors' writing as mentor texts.
- Teach students that writers balance their dialogue by adding accompanying actions.
- Teach students that writers of fairy tales use figurative language, "painting a picture" in their readers' minds.
- Teach students that writers use conventional spellings so that readers can read their work.
- Teach students that writers read their stories aloud, identifying choppy or abrupt sentences and smoothing them out by simplifying long-winded ones or complicating simplistic ones.
- Teach students that writers write original tales by using elements of strong narratives: specific characters, motivations, troubles, and resolutions.
- Show students the value of talking together to grow their ideas into story plans.
- Teach students that they have a toolkit, a repertoire, of strategies they have already tried and they can recall those strategies by examining what they did in the past.
- Teach students that to make scenes even more meaningful, writers not only include a character's actions but also objects important to the character.
- Teach students that writers balance out *telling sentences* with *showing sentences*.
- Teach students that writers revise their fairy tales and tether the magic in their stories to the heart of the story, the beginning, and/or the end of the story.
- Teach students that writers show their readers how to read a piece by varying the pace of the writing.
- Remind students that during the editing process writers check that their stories contain correct capitalization, punctuation, and spelling.
- Support students' efforts at paragraphing by showing them how writers create new paragraphs in special places.
- Show students how commas are used when listing a series of items, actions, or even descriptions.
- Teach students to prepare for publishing by finding places in their writing where they veer off course and break a pattern of good writing; for instance a place where their writing gets lax or they dropped a writing move that they know how to do.
- Insert a lesson on checking verb tenses as a necessary fix-it strategy.
- Teach students that the successful end of a unit, and a year, in writing is cause for a celebration.

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar writer's notebooks

- provide and present mentor texts as models
- teach children to read like writers using mentor texts
- create an on-going class book for modeling and trying out new skills
- use writer's notebook for daily writing
- tap, sketch, or jot across the pages as a way of planning stories
- explore and try a variety of leads and endings
- practice creating mental movies and acting out a story in order to make writing come alive
- use figurative language and sparkle words to improve descriptions of character and setting
- add dialogue to writing to bring characters alive
- set mini-writing goals as you move through the writing process
- provide checklists to assess and develop on-going writing goals
- write long and strong to build stamina
- teach that sentences are used to group one idea and paragraphs are used to group similar ideas
- plan to celebrate the conclusion of classroom writing projects
- use technology to research information about a specific topic
- use technology to publish a piece of writing

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

*Since this is a subsequent narrative unit, the students' original On-Demand Performance Assessments will stand as a diagnostic tool the teacher can utilize. The volume of work; notebook work, drafts and final drafts; composed by each student at the conclusion of the previous Narrative Writing Unit(s) also provides the teacher a wealth of diagnostic information.

If there is a student new to the class the original On-Demand Assessment can be administered:

On-Demand Performance Assessment Prompt: Narrative Writing (E.g. "I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write

this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story." - Taken from *Writing Pathways: Performance Assessments and Learning Progressions, K-5*)

Formative Assessments (Informal)

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Comments, corrections, and records from peer conferences between students.

Observation of daily writing progress in writing notebooks and/or folders.

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology

Published Narratives

Completed unit writing projects

On-Demand Performance Assessment Prompt (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate writing partners

- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex writing techniques in each writing piece based on the 4th grade Writing Learning Progressions:

- tell a story bit by bit but then remove unimportant parts
- use paragraphing to separate different parts or times of the story or to show when a new character is speaking
- show why characters do things by including their thinking
- vary the pace of the story; make some parts go quickly, some slowly
- use figurative language such as simile, metaphor, and/or personification to bring a story to life

Integrated/Cross-Disciplinary Instruction

Reading Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Houghton Mifflin Social Studies

- *w*rite folk tales about life in Green Brook
- write fairy tales and folk tales that examine/involve following rules
- read, discuss, and adapt Native American folk tales
- compare folk tale adaptations from around the world
- examine how geography affects folk and fairy tales from around the world
- examine how culture affects folk and fairy tales from around the world
- write folk and fairy tales about being good citizens

Macmillan/McGraw-Hill Health and Wellness

- use a notebook to log experiences
- write folk and fairy tales concerning family relationships
- write folk and fairy tales about getting along with others
- write letters to friends and family from a fairy tale character's perspective
- write journal entries about health goals and practices from a fairy tale character's perspective
- write fairy tales involving consequences to poor health and safety practices

Science, Engineering, and Math

- write journal entries related to scientific observation
- use a notebook to log activities
- write folk tales about the constellations
- write fairy tales that include a math problem being solved
- write math problems tied to fairy tales

Study Skills

- use graphic organizers to plan writing
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events

- use highlighters, note cards, post-its, and other tools during revision and editing process

The Arts

- turn narrative pieces into skits and plays
- add illustrations to further convey meaning
- create narratives from pictures and photographs
- create comic books or graphic novels

Suggested Mentor Texts and Other Resources

Resources

Units of Study in Opinion, Information, and Narrative Writing:

- *Once Upon a Time* by Lucy Calkins, Shana Frazin and Maggie Beattie Roberts
- *Launching the Writing Workshop*, Grades 3-5; Lucy Calkins and Marjorie Martinelli
- *A Guide to the Common Core Writing Workshop*, Intermediate Grades; Lucy Calkins
- *Writing Pathways, Grades K-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 3 (Assessment-Based Instruction); Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

The Art of Teaching Writing; Lucy Calkins

The Writing Thief; Ruth Culham

Wondrous Words; Katie Wood Ray

Creating Classrooms for Authors; Jerome C Harste, Kathy G Short with Carolyn Burke

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

Launching the Writing Workshop; Denise Leograndis

Some Suggested Anthologies

A Treasury of Children's Literature; Armand Eisen

The Golden Book of Fairy Tales; Adrienne Segur

Classic Fairy Tales; Scott Gustafson

Best-Loved Folktales of the World; Joanna Cole

The Random House Book of Fairy Tales; Amy Ehrlich

Some Suggested Mentor and Classroom Texts

Prince Cinders; Babette Cole (N)

Jack and the Beanstalk; Paul Galdone (J)

The Little Red Hen; Paul Galdone (J)

Cinderella; Barbara Karlin (K)

The Frog Prince; Edith Tarcov (K)

The Frog Prince, Continued; Jon Scieszka (K)

The Three Billy Goats Gruff; Janet Stevens (K)

The Three Little Pigs; Steven Kellogg (K)

Cindy-Ellen: A Wild Western Cinderella; Susan Lowell (L)

The Gingerbread Boy; Paul Galdone (L)

The Three Little Javelinas; Susan Lowell (L)

The Three Little Pigs and the Somewhat Bad Wolf; Mark Teague (L)

Conejito: A Folktale From Panama; Margaret Read MacDonald (M)

Goldilocks and the Three Bears; James Marshall (M)

Jack and the Beanstalk; Steven Kellogg (M)

The Wolf Who Cried Boy; Bob Harman (M)

Bubba the Cowboy Prince; Helen Kettemen (N)

The Magic Pomegranate: A Jewish Folktale; Peninnah Schram (N)

Rumpelstiltskin; Paul O. Zelinsky (N)

Cinder Edna; Ellen Jackson (N)

Mufaro's Beautiful Daughters; John Steptoe (N)

Borreguita and the Coyote; Verna Aardema (O)

Cendrillon: A Caribbean Cinderella; Robert D. San Souci (O)

Little Red Riding Hood: A Newfangled Prairie Tale; Lisa Campbell Ernst (O)

The Three Little Wolves and the Big Bad Pig; Eugene Trivizas (O)

Cinder-Elly; Francis Minters (P)

Yeh-Shen: A Cinderella Story From China; Ai-Ling Louie (P)

The Talking Eggs: A Folktale From the American South; Robert D. San Souci (P)

Martina The Beautiful Cockroach; Carmen Agra Deedy (P)

The True Story of The 3 Little Pigs; Jon Scieszka (Q)

Part of Reading Street Anthology

**What About Me?*; Ed Young

**Kumak's Fish: A Tale of the Far North*; Micheal Bania (J)

**Tops and Bottoms*; Janet Stevens (M)

**Pushing Up the Sky*; Joseph Bruchac

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.