

# Grade 3 - Unit 3 - Writers Workshop - Realistic Fiction

Content Area: **Language Arts**  
Course(s): **Language Arts 3**  
Time Period: **Marking Period 2**  
Length: **3-6 Weeks**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCSS.ELA-Literacy.L.3.2.d	Form and use possessives.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCSS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- What do writing rubrics allow writers to do?
- What does it mean to write a realistic fiction story?

- What is the purpose of including a problem and a solution in your writing?
- What strategies can be used to effectively engage the reader?
- Why is writing important?

## **Enduring Understanding**

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Please add your Enduring Understandings by clicking on the Lists tab above.

- A realistic fiction story focuses on a main characters problem and solution.
- By focusing on a problem and solution, a realistic fiction story follows an arc with events that go in a logical manner.
- Realistic stories need sensory details to help readers see, feel, smell, and hear the main characters experiences.
- Rubrics allow writers to revise and improve drafts by comparing what they are writing with specific criteria.
- Writing is a powerful tool for communicating.

## **Content**

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**Students will be able to:**

- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- develop narrative around the character's problem and solution.
- Think of turning point moments to come up with ideas for a narrative.
- Develop a narrative using effective technique, descriptive details, and clear event sequences.
- Read great stories in order to write great stories.
- Show the responses of characters to situations by using narrative techniques.
- Use a rubric to assess writing growth.
- Provide a conclusion that relates to the events in the narrative.
- Use writing exemplars to learn about punctuation.
- Produce writing that is appropriate to the purpose and audience.
- Bring out the story structure when revising writing.
- Use rubrics to make final revisions to writing.

## **Resources**

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- Dialogue examples
- Mentor texts for personal narratives
- Writing rubrics
- Scored samples of student narratives
- ActivBoard Flipcharts
  - The Writing Process
  - Developing Big Ideas and Seed Ideas

- Narrative Graphic Organizer
- Creating Good Leads
- Teacher Generated Samples