Unit 4- Fiction

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 2**
Length: **6 weeks**
Status: **Published**

Essential Questions

● How can we write engaging fiction stories?
● How do we develop into effective writers?
● What role does writing play in our lives?
● What is the purpose of applying grammar, mechanical skills, and correct spelling?
● How do writers use language to effectively communicate their desired purpose in a piece of writing?

Big Ideas

● Students explore fiction writing and they draft, revise, and publish their own stories.
● Students learn how to integrate elements of character, setting, and plot into their own stories.
● Students explore features of good fiction, including how characters are revealed through description, action, and speech, and discover how well-crafted endings bring a story's events to a close.
● Students use temporal words and phrases to convey event order, and include interesting verbs and adverbs to make their writing dynamic.
● Students learn important skills and conventions pertinent to fiction writing, such as punctuating dialogue and correcting run-on sentences.

Spelling and Handwriting

Spelling:
Spelling List 4- Open Syllable Words
Spelling List 5- Closed Syllable Words
Spelling List 6- R-controlled vowels

Handwriting Goals:
● Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
● Teachers will provide 3 stages of instruction:
○ Stage 1 Direct Instruction- Watch someone form a letter first, and then

write it.
○ Stage 2 Guided Practice-Look at a letter and then write it
○ Stage 3 Independent Practice - Write without watching someone or seeing the letter

● Begin Unit 3- Lowercase u, y, i, j, k, r, s

Enduring Understandings

● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
● RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
● RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
● SL.PE.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.
● SL.PE.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).
● SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
● SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion
● SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
● W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
● W.NW.3.3.A Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.

● W.NW.3.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
● W.NW.3.3.C Use transitional words and phrases to manage the sequence of events.
● W.NW.3.3.D Use concrete words and phrases and sensory details to convey experiences and events.
● W.NW.3.3.E Provide a conclusion or sense of closure that follows the narrated experiences or events.
● W.RW.3.7. Engage in independent and task-based writing for both short and

extended periods of time, producing written work routinely.

Assessments

- Fiction Individual Writing Assessment
- Fiction Student Self-Assessment

Writing Piece Rubric

Resources

- Octopus Stew
- Swashby and the Sea
- Going Down Home with Daddy
- The Good Little Book