

## Grade 3 Narrative Writing Standard W.3.3

### Grade 3 Narrative

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize and event sequence unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

### The Reading/Thinking/Writing Task

Students were immersed in a multi-week unit learning how to use information from texts to write narratives. An *instructional* narrative was completed with the class as a whole before students were asked to write independently. For the instructional narrative, students listened to texts read aloud and read texts during reading groups to build knowledge. Students discussed the topic and collected relevant information for their class notes. Students wrote short pieces, and then used information from the class texts (biographies) to write a complete narrative. This instructional (not independent) narrative focused on the problem this person faced and how the problem was solved.

Students then completed a narrative assessment using the combined story and informational text, *Turtle, Turtle, Watch Out* by April Pulley Sayre. First, the text was read aloud and discussed. Next, students watched a power point that contained supplemental information about problems sea turtles face. Students completed their notes and then began their independent writing. Students were given two to three class periods to complete their notes and their first draft pieces. Students worked with the Focusing Task “*Write a narrative about a problem sea turtles faced and how the problem was solved.*”

*Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.*

### Focus of the Writing Task

*Write a narrative about a problem a sea turtle has and how the problem was solved.*

# The Writing Task in the Curriculum

## *How is it embedded in curriculum/content?*

- ★ *Class: 3<sup>rd</sup> grade ELA curriculum*
  - using information from nonfiction texts to write a story
- ★ *Curriculum unit*
  - studied a famous person as a class, wrote a narrative using information from that text, and then completed an independent writing assessment
  - learned to use relevant information from the text to craft a focused narrative
- ★ *Standards*
  - Reading: RI.3.1, RI.3.3 RI.3.9, RI.3.10
  - Writing: W.3.3, W.3.8, W.3.10

## *How did students build the knowledge they needed?*

- ★ *Texts*
  - one biography read aloud and other supplemental texts read instructionally as part of reading groups
  - assessment used the text *Turtle, Turtle, Watch Out* by April Pulley Sayre
- ★ *Reading and re-reading*
  - teacher read texts aloud
  - students read and re-read texts independently and instructionally
  - students took notes using common graphic organizers: problem and solution charts, story maps, and other resources

## *What instructional approaches were used to teach writing?*

- ★ *Craft lessons*
  - students were just beginning to be introduced to using information from texts to craft narratives so they worked with story maps, problem/solution charts, and used models of stories from informational texts
- ★ *Writing approaches (independent)*
  - reminded students of the elements that make up a narrative: character, problem, solution
  - after having listened to the text read aloud, discussed the power point, and taken notes, students then independently wrote and proofread a story based on the facts learned

## *What was the timeframe?*

Long (2-3 weeks)

***Standard W.3.3***  
***Grade 3***  
***Proficient***

### **The June Night**

One warm dark night of June on the Florida beach a mother sea turtle lays her eggs. Carly said, “Mom look the mother is laying her eggs.” Carly would check on the eggs as the two months past. The next night Carly starts to see the sand move. Mom the eggs are hatching. Carly and her mom run down to the beach.

Carly has her flashlight in hand but soon a raccoon with it’s glowing eyes comes. The raccoon trys to eat one of the turtles but Carly flashes the light on the raccoon. The raccoon scerys away. One of the turtles were going in the wrong derection. The baby turtle was going tored the street.

Carlys mom tolled people to tern off there lights so the turtle will go to write way. As she thought the turtle went the write way. The turtle turn around and went to the ocean. The turtle will follow the moon light. As the turtles went to the ocean Carly said, “Weave done a good thing “ Mom said, “Yes we have.”

*Standard W.3.3*  
*Grade 3*  
*Approaching*

**turtles, turtles**

One night Jake was on the Porch and he saw turtles haching and he said, “MOM”! The turtle are haching.

He runs down the bech. It felt worm on his feet. He see’s a white cat about to eat a turtle. He yells, “get, get!” The cat looks at him and he runs away.

Jake saw the turtles swim away. He said, “by, by” turtlse.

*Standard W.3.3*  
*Grade 3*  
*Beginning*

### **Signs on the Beach**

One day a sea thrtle layed her egg's on a Beach and then Finily a jeep drives on the Beach  
somebody Puts a sign on the Beach that says no driving on the Beach. then the eggs hatch  
the end.

*Standard W.3.3*  
*Grade 3*  
*Exceeds*

### **One Summer Night**

It was a warm summer night on a beach in Florida. James was sitting on the cool, soft sand watching over the turtle nest. Two months earlier a mother sea turtle had climbed onto the beach and laid her eggs in the sand. James had prepared himself for this moment. James knew that the baby sea turtles would hatch around this time of the month. He was excited for that moment.

James just sat there for what seemed like hours. Suddenly a movement in the sand caught James's eye. The sand was starting to move! Then baby sea turtles crawled out of the sand onto the beach. There were too many sea turtles for James to count. Then something else caught James's eye. At first James thought they were LED lights – turned on and forgotten. But then James noticed two black dots in the center of the yellow circle. Slowly and swiftly a dark black shape moved out of the bushes. “A cat!” James said to himself. “I have to tell my family that the sea turtles are in danger. The cat's going to eat the sea turtles!”

James rushed inside and told his family what had happened. “Dad, can you get me a flashlight,” James said in a hurry. James grabbed the flashlight from his dad and ran back onto the beach. Yes, He thought to himself. The turtles are still safe! He turned on the flash light. The cat jumped in shock and sprinted away into the bushes. Then James realized that something was circling above the nest. Gulls, James thought to himself. James yelled and waved his arms. Finally the Gulls left the beach. “Now the turtles can have actual peace!”

The wind tickled James as he watched the sea turtles, one by one climb into the ocean. He had so many questions for the sea turtles. What is it like in the ocean? What does the ocean

look like under the surface? If only the seaturtles could speak english! He laughed to himself thinking about that. James hoped that there was more sea turtles for next year. He was still thinking about it when he got ready for bed. He wondered what wonders would come next year. James thought about it for hours in bed until he finally fell asleep.

**Standard W.3.3**  
**Grade 3**  
**Proficient**

**The June Night**

One dark night of June on the Florida beach a mother turtle lays her eggs. Carly said, “Mom look the mother is laying her eggs.” Carly would check on the eggs as the two months past. The next night Carly starts to see the sand move. Mom the eggs are hatching. Carly and her mom run down to the beach.

Carly has her flashlight in hand but soon a raccoon with it’s glowing eyes comes. The raccoon trys to eat one of the turtles but Carly flashes the light on the raccoon. The raccoon scerys away. One of the turtles were going in the wrong direction. The baby turtle was going tored the street.

Carlys mom tolled people to tern off there lights so the turtle will go the write way. As she thought the turtle went the write way. The turtle turn around and went to the ocean. The turtle will follow the moon light. As the turtles went to the ocean Carly said, “Weave done a good thing” Mom said, “Yes, we have.”

**Establishes a situation and introduces characters**

**Organizes an event sequence that unfolds naturally** and stays “in the moment”

**Uses temporal words to signal event order**

**Uses dialogue and descriptions of actions, thoughts, and feelings to develop events or show the response of characters to situations**

Creates a satisfying ending which **provides a sense of closure**



**Final Thoughts**  
**(Gr 3 Narrative: Proficient)**

Overall, this third grade story shows solid understanding of the topic and is clearly connected to the assigned text. This piece begins by introducing the main characters (*Carly and her Mom*) and establishing a situation (*the turtle eggs are hatching*). The story revolves around a central problem, the turtles having trouble getting to the sea, and organizes a sequence of events that unfolds naturally toward the resolution of the problem (*when the baby turtles make it to the ocean safely*). This writer uses some temporal words (*one dark night, the next night*) to signal event order. This writer keeps the story “in the moment” of the turtles hatching. The story is highly focused and uses dialogue, thoughts, and feelings effectively throughout the piece. The ending provides a satisfying closure for the story and the reader.

**A Word About Language and Conventions**  
**(Gr 3 Narrative: Proficient)**

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

**Standard W.3.3**  
**Grade 3**  
**Approaching**

**turtles, turtles**

One night Jake was on the Porch and he saw turtles hatching and said,  
“Mom”! The turtle are hatching.

**Establishes a situation and introduces a narrator and characters**

**Organizes a minimal event sequence that unfolds naturally** and stays “in the moment”

He runs down the beach. It felt warm on his feet. He sees a white cat about to eat a turtle. He yells, “get, get!” The cat looks at him and he runs away.

**Uses dialogue and some action** to move the story forward

Jake saw the turtles swim away. He said, “by, by” turtles.

**Provides a sense of closure**

**Final Thoughts**  
**(Gr 3 Narrative: Approaching)**

Overall, this third grade story shows an understanding of the topic and is clearly connected to the assigned text. This piece begins by introducing the main character (*Jake*) and establishing a situation (*the turtle eggs are hatching*). The story revolves around a central problem (*the turtles are having trouble getting to the sea*) and organizes a limited sequence of events that unfolds naturally toward a resolution of the problem (*the baby turtles swim away safely*). The writer uses dialogue effectively to advance the plot. The piece has a sense of closure.

This writer has an excellent start to their story and will benefit from a conference with the teacher to work on elaboration to flesh out their story.

**A Word About Language and Conventions**  
**(Gr 3 Narrative: Approaching)**

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

**Standard W.3.3**  
**Grade 3**  
**Beginning**

**Signs on the Beach**

One day a sea thrle layed her egg's on a Beach and then Finily a jeep drives on the Beach somebody Puts a sign on the Beach that says no driving on the Beach. Then the eggs hatch the end.

The writer **establishes a situation**, but no **characters** are **introduced**.

**Event sequences** are confusing

Attempts to **use temporal words to signal event order**

Use of narrative techniques is absent

Uses a limited vocabulary

Piece ends abruptly

**Final Thoughts**  
**(Gr 3 Narrative: Beginning)**

This story shows a basic understanding of the topic, but the connection to the text is vague and confusing. The writer establishes a situation (*the turtle laid her eggs on a beach*), but does not establish a narrator or characters. There is an attempt to sequence the events of the story, but there are parts that confuse the reader. The attempt to use temporal words to signal event order prevents the reader from understanding how the story unfolds. This writer uses a limited vocabulary and the ending is abrupt.

This writer would benefit from extended instructional time with the teacher learning how stories work, how to use information effectively in stories, and how to execute each stage of the writing process independently.

**A Word About Language and Conventions**  
**(Gr 3 Narrative: Beginning)**

Minimal Control of Conventions: The lack of control of conventions and language interferes with the reader's understanding of the piece. The writer shows little control over language and conventions and could benefit from instruction in spelling and punctuation.

*Standard W.3.3*  
*Grade 3*  
*Exceeds*

### One Summer Night

It was a warm summer night on a beach in Florida. James was sitting on the cool, soft sand watching over the turtle nest. Two months earlier a mother sea turtle had climbed onto the beach and laid her eggs in the sand. James had prepared himself for this moment. James knew that the baby sea turtles would hatch around this time of the month. He was excited for that moment.

James just sat there for what seemed like hours. Suddenly a movement in the sand caught James's eye. The sand was starting to move! Then baby sea turtles crawled out of the sand onto the beach. There were too many sea turtles for James to count. Then something else caught James's eye. At first James thought they were LED lights-turned on and forgotten. But then James noticed two black dots in the center of the yellow circle. Slowly and swiftly a dark black shape moved out of the bushes. "A cat!" James said to himself. "I have to tell my family that the sea turtles are in danger. The cat's going to eat the sea turtles!"

James rushed inside and told his family what had happened. "Dad, can you get me a flashlight," James said in a hurry. James grabbed the flashlight from his dad and ran back onto the beach. Yes, He thought to himself. The turtles are still safe! He turned on the flashlight. The cat jumped in shock and sprinted away into the bushes. Then James realized

**Effectively establishes a situation, introduces a narrator and characters** and focuses the narrative around a central problem

**Effectively uses dialogue and descriptions of actions, feelings, and thoughts to develop experiences, to show the response of the main character to situations,** and to show an understanding of what the main character is like

The "moment in time" organizational structure contributes to the development of the events of the story.

Uses precise language and domain-specific vocabulary

The writer effectively **uses** a variety of **temporal words to signal event order** and manage the sequence of events .

The writer continues to use **dialogue, action, internal thought, and feelings** throughout the piece to help make meaning clear and to move the story forward.

that something was circling above the nest. Gulls, James thought to himself. James yelled and waved his arms. Finally the Gulls left the beach. “Now the turtles can have actual peace!”

The wind tickled James as he watched the sea turtles, one by one climb into the ocean. He had so many questions for the sea turtles. What is it like in the ocean? What does the ocean look like under the surface? If only the sea turtles could speak english! He laughed to himself thinking about that. James hoped that there was more sea turtles for next year. He was still thinking about it when he got ready for bed. He wondered what wonders would come next year. James thought about it for hours in bed until he finally fell asleep.

**Provides a sense of closure** that satisfies the reader and shows a sophisticated understanding of the content and of themselves as a writer

**Final Thoughts**  
(Gr 3 Narrative: Exceeds)

Overall, this third grade story shows solid understanding of the topic and is clearly connected to the assigned text. This strong piece of writing begins by introducing the main character (*James*) and establishing a situation (*the turtle eggs are hatching*). The story revolves around a central problem (*the turtles need help getting to the sea safely*), and organizes a sequence of events that unfolds naturally toward the resolution of the problem (*the baby turtles make it to the ocean safely*). This writer effectively uses a variety of temporal words to signal event order in addition to using a variety of narrative techniques to move the story forward. This writer consistently keeps the story “in the moment” over the length of this long piece of writing. The story is highly focused, and uses dialogue, thoughts, and feelings effectively throughout the piece to develop not only the story, but the main character as well. The ending provides a satisfying closure for the story and the reader, and provides additional insight into the main character’s attributes.

This piece exceeds the threshold of proficient.

**A Word About Language and Conventions**  
(Gr 3 Narrative: Exceeds)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.