Teacher Version			
Grade	**3**	**Title/Subject**	**Writing a Fable**

Included in this packet:

1. Teacher directions
2. Student prompt and directions.

Overview

Students will write an original fable after learning about fables and reading several samples. On Day 1 they will read an informational list of information about the characteristics of fables, and several sample fables, then discuss possibilities for their own fable. On Day 2 they will plan their fable and write a draft. On Day 3 they will revise, edit, and produce a final.

(Adapted from a Narrative Writing Performance Task for Grade 4 from the Smarter Balanced website *smarterbalanced.org.)*

Process:

Day 1: Reading about Fables and Sample Fables Up to 60 minutes

Read the characteristics of fables list with the students. Discuss each of the 8 points with the students making connections to other stories they have read over the course of the school year. Students may take notes on this chart during the lesson.

Have students read the three sample fables. When they are finished discuss how they are the same and different. Discuss the moral of each as a "life lesson". Make connections between these fables and the list of 8 characteristics.

Discuss storyline possibilities with peers

Tell students to take turns sharing ideas for a fable of their own. Remind them that all narratives have characters, setting, and a plot, and that fables also have a life lesson or moral.

Day 2: Planning and Writing a Draft Up to 60 minutes

Planning:

Distribute blank paper to the students. Tell them to plan their fable using whichever techniques you have taught them that they prefer. This may include storyboarding, a storymap or graphic organizer, storyhill, etc. You may remind them of the strategies for planning, but **DO NOT provide a pre-printed graphic organizer.** They need to create their own plans for this on-demand writing task.

Drafting

Review the process for writing a story by going over the student-friendly directions included with this prompt. Tell the students they will now have up to 50 minutes to write their stories. Maintain a quiet atmosphere during the writing period so that all students may concentrate on their own work.

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Day 3: Revising and Editing - Up to 60 minutes

Step 1: Review of process

Tell students that they will now have up to an hour to revise and edit their story. You may use the student prompt to remind them of the elements needed in a quality narrative and a fable. If there is time, students may choose to type or re-copy their work to a final draft, or they may just make corrections on their first draft.

Step 2: Revise and Edit

Provide students with up to an hour to finish a final draft. When they are finished, collect all pieces of their work: planning page, drafting pages, and final draft.

Teacher Directions for Scoring Rubric:

YOU EDIT…Use the narrative writing rubric to score the work. Enter scores in School City.

Student responses to Part 2 will be scored using the Common Core based Narrative Writing Rubric. A score will be given in each of the two rubric categories. For grades 3-6, student revisions will be scored. Each student's final scores should indicate a 1, 2, 3, or 4 in each of the categories (no partial scores such as 2.5, 3+, etc.). A score of 3 or 4 in each category is considered a passing score and a total of 6-8 points is considered a passing overall score.

Grade	3	Narrative Writing Rubric	

Level	NARRATIVE WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Uses a variety of transitional words and phrases to manage sequence of events ☐ Effective use of concrete, sensory, and figurative language	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate ☐ Uses underlining, quotation marks or italics to identify titles of documents	Guidance & Support Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
3 Meets	**NARRATIVE WRITING** ☐ Establishes a situation and introduces a narrator and/or characters (W3a) ☐ Organizes an event sequence that unfolds naturally (W3a) ☐ Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (W3b) ☐ Uses temporal words and phrases to signal event order (W3c) ☐ Provides a sense of closure (W3d) ☐ Uses sensory, concrete and figurative language **WRITING PROCESS** (W5 - W8) ☐ **WGASFA*** Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5) ☐ **WGASFA*** Uses technology and keyboarding skills (W6) ☐ Conducts research (W7) ☐ Uses sources such as, print and internet to gather evidence (W 8) ☐ Takes brief notes on sources and groups into categories (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses a variation of simple, compound, and complex sentences (L1k) ☐ Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly ☐ Uses past, present, and future verb tenses correctly (L1g) ☐ Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c) ☐ Capitalizes titles correctly (L2a) ☐ Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families ☐ Forms and uses possessives correctly (L2d) ☐ Consults reference materials, as needed, to check/correct spelling (L2) ☐ Uses grade appropriate academic and domain-specific words and phrases (L6)	
2 Almost Meets	☐ Weak introduction and conclusion ☐ Uneven development of plot, characters, setting ☐ Uses few transition words, or uses the same throughout ☐ Some use of sensory, concrete and figurative language ☐ Has some evidence of planning, organizing notes, and revision	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes mostly simple sentences with correct punctuation ☐ Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles ☐ Uses some correct use of past, present and future verb tenses ☐ Uses some correct use of punctuation, commas and capitalization ☐ Has many spelling errors	
1 Does Not Meet	☐ May not introduce characters or events clearly ☐ Includes few details or descriptions ☐ Has little evidence of planning, organizing and revision ☐ Events are disorganized or missing ☐ Little or no use of sensory, concrete and figurative language	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes incomplete sentences ☐ Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles ☐ Uses past, present, and future verb tenses incorrectly ☐ Has little or no correct punctuation, commas, and capitalization ☐ Has poor spelling	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

			Student Version
Grade	**3**	**Title/Subject**	Writing a Fable- Prompt & Instructions

The three stories you read are examples of typical fables (following these instructions). Write your own fable that includes the traits of fables discussed in the list that follows and shown in the stories you read. Remember to include narrative strategies such as dialogue, description, characters, plot, setting and closure.

Writing Tips:
- ☐ Make a title for your story.
- ☐ Introduce your reader to the situation and characters in the story with clear details.
- ☐ Use dialogue and description to develop the story and show the responses of the characters to the events.
- ☐ Use a variety of temporal words to show the sequence of the story, *such as now, then, next,* etc. Make sure you use past, present, and future tenses correctly so your reader knows what's going on and when.
- ☐ Use sensory detail (what it looks, sounds, smells like) and descriptions of actions, thoughts, and feelings to help your reader truly experience what is going on in the story.
- ☐ Write an ending that flows from the story.

Step 1: Plan
- ☐ Plan your characters, plot, and setting before you begin to write.

Step 2: Draft
- ☐ Write your draft.
- ☐ Read your draft to a partner and make notes about what you want to change.

Step 3: Reread and Revise
- ☐ Does it make sense?
- ☐ Does it have enough detail?
- ☐ Did I use temporal words to show sequence?

Step 4: Edit
- ☐ Capitals at the beginning of sentences and for proper nouns
- ☐ Punctuation: (end points) **. ! ?**
- ☐ Commas **,** quotation marks **" "**
- ☐ Spelling
- ☐ Complete sentences

Good work!

Step 5: Final Draft
- ☐ Recopy and fix your mistakes.
- ☐ Make sure to leave spaces between your words.
- ☐ Use your neatest handwriting.

			Student Version
Grade	**3**	**Title/Subject**	Writing a Fable

Use this list to take notes in the discussion on fables.

Characteristics of a Fable

1. Characters in most fables are animals and these animals usually act like humans (personification).

2. Characters in fables usually talk.

3. Fables usually have few characters.

4. The characters are usually wise and or foolish.

5. The setting can be anywhere.

6. Fables are written for a special purpose and that is to teach a lesson or a moral. The moral or lesson is sometimes stated at the end of the fable.

7. A fable is usually a short story.

8. Fables usually make the reader think about what was read.

			Student Version
Grade	**3**	**Title/Subject**	**Writing a Fable- Example 1**

Narrative 1
The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A scared little Mouse came upon him unexpectedly, and in her fright and rush to get away, ran across the Lion's nose. Awakened from his nap, the Lion angrily laid his huge paw on the tiny creature.
"Do not hurt me!" begged the poor Mouse. "Please let me go and someday I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.

Some days later, while hunting for prey in the forest, the Lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she chewed it until it broke, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

"The Lion and the Mouse" http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_23

			Student Version
Grade	3	**Title/Subject**	Writing a Fable- Example 2

Narrative 2
The Dog and His Reflection

The butcher saw a Dog walking by his shop and threw a bone to him. The Dog hurried home with his bone as fast as he could go. As he crossed a narrow bridge, he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real dog.

If he had stopped to think, he would have known better. But instead of thinking, he dropped his bone in the water and jumped toward the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to find his way out, and as he stood sadly thinking about the good bone he had lost, he realized what a silly Dog he had been.

"The Dog and His Reflection" http://www.gutenberg.org/files/19994/19994-h/19994- h.htm#Page_96

			Student Version
Grade	**3**	**Title/Subject**	**Writing a Fable- Example 3**

Narrative 3
The Shepherd's Boy and the Wolf

A Shepherd's Boy was tending his flock near a village, and thought it would be great fun to trick the villagers by pretending that a Wolf was attacking the sheep: so he shouted out, "Wolf! Wolf!" and when the people came running up he laughed at them because they believed him. He did this more than once, and every time the villagers found they had been tricked, for there was no Wolf at all. At last a Wolf really did come, and the Boy cried, "Wolf! Wolf!" as loud as he could: but the people were so used to hearing him call that they took no notice of his cries for help. And so no one came to help the boy, and the Wolf attacked the sheep.

"The Shepherd's Boy and the Wolf"
http://www.gutenberg.org/files/19994/19994-h/19994- h.htm#Page_24