

# Unit 5: Writing: Narrative

Content Area: **English Language Arts**

Course(s):

Time Period: **March**

Length: **20 Days**

Status: **Published**

## Unit Summary

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In this unit, students will write narratives using real or imagined experiences. Students will use skills of a narrative writer and understand the elements that make up the structure of a narrative. They will learn that fiction writers get ideas from small moments in their lives and build believable characters. Writers will use their planning and drafting skills to create narratives. The writing will be done in an organized manner including well chosen details, transitions, and clear sequence of events. Students will learn the importance of revising and keeping their audience in mind.

## Standards

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LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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.3.10	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.

## Student Learning Objectives

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When developing personal narratives, students will learn...

- to generate ideas for writing a personal narrative about a special person, place or thing.
- that writers focus on small moments.
- to select a seed idea using entries in their Writer's Notebook.
- to use a graphic organizer to plan and structure their narratives.
- to apply techniques that writers use to create an interesting lead/beginning.
- to draft a seed idea.
- to use descriptions, actions, thoughts, and feelings.
- to develop stories step-by-step.
- to apply techniques that writers use to create an interesting ending.
- to form and use regular and irregular plural nouns.
- to form and use simple verb tenses.
- to produce simple, compound and complex sentences.
- to revise their personal narrative using a variety of strategies.
- to edit their personal narrative.
- to publish a personal narrative.
- to understand their role in the writer's conference, and how to talk about their writing.
- to celebrate their personal narrative by sharing it with others.

When developing fictional narratives, students will learn...

- to generate story ideas by thinking about everyday problems in books and in real life.
- to imagine stories from ordinary moments in daily life and past writing.
- to understand that they get ideas for stories by imagining books that they wished existed in the world.
- to create identities for their characters with internal and external traits.
- to give characters struggles and motivations.
- to develop a plot using a timeline or story mountain, which organizes events in a sequence that unfolds naturally.
- that writing scenes is the same thing as writing small moment stories.
- to use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations - "show, don't tell" and "sensory details".
- to draft fiction stories by feeling the heart of the story.
- to write effective lead by rereading mentor texts as examples of good leads.
- to write a focused piece using the elements of a story (character, setting, plot, conflict, and resolution).
- to craft powerful endings and make sure the ending meshes with the rest of the story.
- reflect on own writing and reread writing with a critical lens, then revise using revision strategies to improve the narrative.
- to learn that they can create their own spaces for writing at home and in the Writer's Notebook
- to use mentor texts to show, not tell, details about the character, then revise own character.
- to use abstract nouns (e.g. childhood)
- to form and use regular and irregular verbs
- to form and use simple verb tenses
- to use commas and quotation marks in dialogue
- to form and use possessives
- to listen to their writing carefully, then revise and edit their work.
- to publish their work in book form and receive reviews from their classmates.

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## Essential Questions

- How do writers get ideas for personal narratives?

- How do writers use the writing process to develop a personal narrative?

## Enduring Understandings

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Students will understand that...

- A personal narrative is generated from the writer's own life experiences.
  - A personal narrative is told through the author's point of view.
  - A personal narrative is focused, detailed and chronological.
  - Writers use the writing process to produce a personal narrative.
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- Realistic fiction includes story elements such as characters, setting, problem and solutions.
  - Writers use specific strategies to plan, write, and revise realistic fiction stories.

## Application

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Students will be able to independently use their learning to ...

- identify elements of a narrative.
- show sequence with strong transitional words.
- use a variety of means of 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 with a clear sequence of events.

## Skills

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Students will be skilled at...

- using a Writer's Notebook.
  - brainstorming and planning entries in writer's notebooks.
  - using graphic organizers.
  - working through the steps of the Writing Process: pre-writing/brainstorming, drafting, revising, editing, and publishing/sharing.
  - participating in student-teacher conferences.
  - analyzing mentor texts.
  - sharing and celebrating published writing.
  - identifying nouns and adjectives.
  - converting between simple verb tenses.
  - developing simple and compound sentences.
  - correctly using capital letters.
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- analyzing realistic fiction mentor text.

- analyzing believable characters in a believable setting.
- identifying realistic fiction story elements: characters, setting, problem and solution.
- incorporating dialogue: used when characters are speaking.
- developing paragraphs to organize writing.
- working through the steps of the writing process: pre-writing/brainstorming, drafting, revising, editing, and publishing/sharing.
- participating in student-teacher conferences to strengthen writing.
- sharing and celebrating published writing.
- identifying nouns, verbs and adjectives.
- using quotation marks.
- correctly using commas.
- correctly using possessives.