

Grade 3 - Unit 1 - Writers Workshop - Personal Narrative

Content Area: **Language Arts**
Course(s): **Language Arts 3**
Time Period: **Marking Period 1**
Length: **3-6 weeks**
Status: **Published**

Established Goals/Standards

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

LA.3.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.3.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.3.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.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.3.3.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.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Questions

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

- How can you write about a small moment?
- What do writing rubrics allow writers to do?

- What is a personal narrative?
- What writing strategies can be used effectively to engage the reader?
- Why is writing important?

Enduring Understanding

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

- A personal narrative is a personal account which offers details and analysis from a particular happening or event experience by the writer.
- Narrative writing needs sensory details to help the reader see, feel, smell, and hear experiences. Narratives have a beginning, middle, and end.
- Rubrics allow writers to revise and improve drafts by comparing what we are writing with specific criteria.
- Small moment ideas focus personal narratives so the story can be told in a clear coherent way.
- Writing is a powerful tool for communicating.

Content

The 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.
- 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 scenes from the past or the future to bring out the internal story of the narrative.
- Use rubrics to make final revisions to writing.

Resources

- Dialogue examples
- Mentor text for personal narratives:
 - Fireflies!
 - Owl Moon
 - The Sleepover
- Writing rubrics
- Scored samples of personal narratives

- Activeboard flipchart
- Teacher generated mentor text- The Christmas Wreath
- Writing Prompts (situational)