

LA4 Unit 1: Narrative Writing

Content Area: **Language Arts**
Course(s): **Language Arts 4**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Established Goals/Standards

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

LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.10	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.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others’ cultural backgrounds
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

Essential Questions

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

- How do writers know their audience?
- How do writers tailor their writing for a specific purpose and audience?
- What are the elements of a good story?
- What do writing rubrics allow us to do?
- Why do good writers use a variety of phrases and clauses?
- Why is writing important?

Enduring Understanding

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

- Narrative writing needs sensory details to help the reader see, feel, smell, and hear experiences.
- Rubrics allow us to revise and improve our drafts by comparing what we are writing with specific criteria.
- The narrative story follows an arc with events that go in a logical manner and solutions to problems.

- Writers know that although their initial ideas may be good, their work will be vastly improved by careful revision.
- Writing is a powerful tool for communicating.

Content

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: *Shiloh* and *The Tiger Rising*
- Mentor texts for personal narratives
- Writing rubrics
- Scored samples of student narratives
- ActivBoard Flipcharts
 - The Writing Process
 - Developing Big Ideas and Seed Ideas
 - Narrative Graphic Organizer
 - Creating Good Leads
 - Teacher Generated Samples