Trimester 1 Writing

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

1st Trimester: September 9 to November 8 & RACE Lessons November 11 to November 29

Overarching 1st Trimester Question:
"How can we use storytelling techniques to effectively share our personal experiences and create engaging fictional narratives?"

Focus:
Personal Narrative and Fictional Narrative

September 9 - September 22: Introduction to Narrative Writing

September 9 - September 13: Overview of Narrative Writing

- Introduction to W.4.3 standards. (Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences)
- **Rationale:** Enhancing Creativity and Imagination; Improving Writing Skills
- Discuss the differences and similarities between personal and fictional narratives.
- Read and analyze samples of both personal and fictional narratives.
- **Writing Activities:** Students draft introductory paragraphs/main paragraphs.
- W.4.4: Emphasis on producing clear and coherent writing appropriate to task, purpose, and audience
- W.4.10: Write routinely over extended and shorter time frames

September 16 - September 22: Establishing the Basics (W.4.3A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally)

- **Rationale:** Development of Narrative Skills; Improvement of Writing Techniques
- Lessons on establishing a situation, introducing a narrator/characters.
- Practice exercises on organizing an event sequence that unfolds naturally.
- **Writing Activities:** Students draft introductory paragraphs/main paragraphs.
- W.4.5: Planning and revising drafts with peer and adult support.

September 23 - October 7: Developing the Narrative (W.4.3B - Use dialogue and description to develop experiences and events or show the responses of characters to situations)

W.4.3C (Use a variety of transitional words and phrases to manage the sequence of events)

September 23 - September 27: Dialogue and Description

- **Rationale:** Holistic Narrative Skills; Engaging and Effective Storytelling
- Enhanced Character Development; Smooth Flow of Ideas

- Lessons on using dialogue to develop experiences and events.
- Practice writing dialogues and descriptions.
- **Writing Activities:** Students add dialogues and descriptions to their narratives.
- W.4.5: Revising drafts with guidance and support.

- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

September 30 - October 7: Character Responses

- Lessons on showing the responses of characters to situations.
- Practice exercises on character development.
- **Writing Activities:** Students revise their narratives to include character responses.
- W.4.5: Continued development and strengthening of writing.

- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

October 8 - October 22: Managing the Sequence of Events (W.4.3C - Use a variety of transitional words and phrases to manage the sequence of events)

October 8 - October 11: Transitional Words and Phrases

- Lessons on using a variety of transitional words and phrases.
- Practice exercises on connecting events with transitions.
- **Writing Activities:** Students revise their narratives to include transitions.
- W.4.10: Continued writing practice.

October 14 - October 22: Concrete Words and Sensory Details (W.4.3D - Use concrete words and phrases and sensory details to convey experiences and events precisely)

- **Rationale:** Creating Imagery; Sensory Details
- Lessons on using concrete words and sensory details.
- Practice exercises on enhancing narratives with precise language and sensory details.
- **Writing Activities:** Students revise their narratives to include concrete words and sensory details.
- W.4.5: Editing drafts with support from peers and adults.

- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

October 23 - November 8: Finalizing and Presenting (W.4.3E - Provide a conclusion that follows from the narrated experiences or events)

October 23 - October 29: Writing Conclusions

- **Rationale:** Closure; Logical Sequencing; Academic Writing
- Lessons on writing conclusions that follow from the narrated experiences or events.
- Practice writing different types of conclusions.
- **Writing Activities:** Students draft and revise conclusions for their narratives.
- W.4.4: Emphasis on clear and coherent conclusions.

October 30 - November 5: Peer Review and Final Revisions

- Peer review sessions: Students provide feedback on each other's work.
- Final revisions based on feedback.
- **Writing Activities:** Students finalize their personal and fictional narratives.
- W.4.6: Use technology to produce and publish narratives.

November 6 - November 8: Publishing and Presenting

- Publishing the narratives (class book, bulletin board, etc.).
- Oral presentations of personal and fictional narratives.
- Discuss the differences and similarities between personal and fictional narratives.
- Read and analyze samples of both personal and fictional narratives.
- W.4.10: Write routinely for presentations and publications.

Big Idea:

"Through exploring and mastering storytelling techniques, we will effectively share our personal experiences and create engaging fictional narratives, enhancing our narrative skills and creativity."

Rationale and Transfer Goals

Rational: By teaching the elements associated with narrative writing, you are better preparing students to understand the elements in fictional selections.

Rational: Enhancing Creativity and Imagination; Improving Writing Skills

Rational: Development of Narrative Skills; Improvement of Writing Techniques

Rational: Holistic Narrative Skills; Engaging and Effective Storytelling;

Enhanced Character Development; Smooth Flow of Ideas

Rational: Creating Imagery; Sensory Details

Rational: Closure; Logical Sequencing; Academic Writing

Enduring Understandings

Big Idea: "Through exploring and mastering storytelling techniques, we will effectively share our personal experiences and create engaging fictional narratives, enhancing our narrative skills and creativity."

Essential Questions

Overarching 1 Trimester Question: "How can we use storytelling techniques to effectively share our personal experiences and create engaging fictional narratives?"

Content & Activities

Week	Suggested Lessons
Week 1 **September 9 - September 13:**	○ Introduction to W.4.3 standards. (Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences) ○ Discuss the differences and similarities between personal and fictional narratives. ○ Read and analyze samples of both personal and fictional narratives. ○ Writing activities: Students draft introductory paragraphs/main paragraphs. ○ W.4.4: Emphasis on producing clear and coherent writing appropriate to task, purpose, and audience ○ W.4.10: Write routinely over extended and shorter time frames 1.) Focus - Establishing a Writing Workshop • The Writing Mini-lesson book for each day ○ Being a Respectful Member of the Classroom Community ▪ Get to know your classmates p. 106 ▪ Agree on how to work together p. 108 ▪ Use an appropriate voice level p. 110 ▪ Find ways to solve problems p. 112 ▪ Make everyone feel included p. 114 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing 2.) Focus - Connectors • Framing Your Thoughts ○ Mastery C Connectors ▪ Skill1.1 Connectors with Sentence Combining ▪ Skill 1.2 Connectors with Sentence Combining

	○ Mastery D - Punctuation ▪ Skill 2.1 Punctuation (Commas in a series) Additional Resources: Narrative PDFs: https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Introduction Writing Frame: (Wood) https://docs.google.com/document/d/1F4bjGej5jOZboI3KcmM3arzXJxQKd2LQl5ljH5AADTQ/edit Common Types of Narrative Stories https://docs.google.com/document/d/1OZppMkiHQQLCFBqXP8Zrh79NHtSwIjysZX3vmXoZ_To/edit
Week 2 **September 16 - September 22:**	○ Lessons on establishing a situation, introducing a narrator/characters. ○ Practice exercises on organizing an event sequence that unfolds naturally. ○ Writing activities: Students draft introductory paragraphs/main paragraphs. ○ W.4.5: Planning and revising drafts with peer and adult support. 1.) Focus - Building Community and Launching Writing Workshop & Writer's Notebooks • The Writing Mini-lesson book for each day ○ Being a Respectful Member of the Classroom Community ▪ Think about how your words and actions make others feel p. 116 ▪ Turn and talk to share your feelings p. 118

- Introducing and Using a Writer's Notebook
    - Make your writer's notebook your own p. 530
    - Write in your writer's notebook at least ten minutes a day p. 532
    - Collect your thinking in your writer's notebook p. 534
- Format of the Lesson
    - Mini-Lesson
    - Independent writing/conferencing - Narrative Focus
    - Closure/sharing

2.) Focus - Realistic Fiction

- The Writing Mini-lesson book for each day
    - Writing realistic fiction stories
        - Notice the qualities of good realistic fiction stories p. 208
            - Mentor texts
    - Identify audience, purpose, and intended length of composition before writing W.WP.4.4.A
- 2 days
- On-demand prompt
- Use a story arc to plan the plot of your story p. 210
- Turn and talk to share your feelings p. 118
- Format of the Lesson
    - Mini-Lesson
    - Independent writing/conferencing - Narrative Focus
    - Closure/sharing

Additional Resources:

Narrative PDFs:
https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc

Personal Narrative:

	https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Main paragraph frames: Beginning, Middle, End of the story (Wood) https://docs.google.com/document/d/1InthA982aXUIYpITCezpm8275gtFYRxt70K6O9xPbzo/edit
Week 3 **September 23 - September 27:**	○ Lessons on using dialogue to develop experiences and events. ○ Practice writing dialogues and descriptions. ○ Writing activities: Students add dialogues and descriptions to their narratives. ○ W.4.5: Revising drafts with guidance and support. ○ Various Grammar Activities (F.4.3) 1.) Focus - Writer's Notebook & Framing Your Thoughts Review • The Writing Mini-lesson book for each day ○ Introducing and Using a Writer's Notebook ▪ Keep your writer's notebook organized p. 536 ▪ Keep building your writer's notebook p. 538 • Framing Your Thoughts (3 days) ○ Review of Sentence Frames: Unit 1, Skill 1 ○ Review of Subjects: Unit 1, Skill 2a,b,c • Write in your writer's notebook daily • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing

	2.) Focus - Realistic Fiction • The Writing Mini-lesson book for each day ○ Writing Realistic Fiction Stories ▪ Make your characters believable p. 212 ○ Describing Characters ▪ Describe how characters look p. 340 ▪ Think about what to name your character p. 348 ▪ Show what characters are like through their actions and words p. 342 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Narrative PDFs: https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 4 September 30 - October 7:	○ Lessons on showing the responses of characters to situations. ○ Practice exercises on character development. ○ Writing activities: Students revise their narratives to include character responses. ○ W.4.5: Continued development and strengthening of writing. ○ Various Grammar Activities (F.4.3)

1.) Focus - Framing Your Thoughts Review & Mentor Texts - Narrative

- Framing Your Thoughts (3 days)
    - Review of Action Predicate: Unit 1, Skill 3
- The Writing Mini-lesson book for each day
    - Writing Memoirs
        - Notice the qualities of good memoirs p. 182
            - Two days of mentor texts
                - Identify audience, purpose, and intended length of composition before writing W.WP.4.4.A
            - On-demand prompt

2.) Focus - Realistic Fiction

- The Writing Mini-lesson book for each day
    - Describing Characters
        - Describe a character through another character's thoughts, words, and actions p. 344
    - Writing Realistic Fiction Stories
        - Think about what the main character learns p. 214
    - Exploring Plot Structures
        - Write stories that have a beginning, a series of events, a high point, and an ending p. 382
        - Use a variety of transitional words and phrases to manage the sequence of events W.NW.4.3.C
- Format of the Lesson
    - Mini-Lesson
    - Independent writing/conferencing - Narrative Focus
    - Closure/sharing

Additional Resources:

Narrative PDFs:

	https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 5 October 8 - October 11:	○ Lessons on using a variety of transitional words and phrases. ○ Practice exercises on connecting events with transitions. ○ Writing activities: Students revise their narratives to include transitions. ○ W.4.10: Continued writing practice. ○ Mini-Lesson Book: WML 3 Connecting Words (pages 406-407) 1.) Focus - Writing Memory Stories (Small Moments) • The Writing Mini-lesson book for each day • Writer's Notebook: Getting Ideas from Your Life ○ Make a heart map to discover what is important in your life p. 542 ○ Make webs to get ideas from memories • Writing Memoirs ○ Write a memoir about one small moment p. 184 ○ Think about the message you want to communicate p. 188 ○ Write details about the most important moments p. 190 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing 2.) Focus - Realistic Fiction

	• The Writing Mini-lesson book for each day ○ Exploring Plot Structures ▪ Start with the high point or an important part of the story p. 386 ○ Using Dialogue in Writing ▪ Use dialogue to make your writing interesting and meaningful p. 360 ▪ Make it clear who is speaking when you use dialogue p. 362 ▪ Include action with dialogue in your writing p. 364 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus Closure/sharing Additional Resources: Narrative PDFs: https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 6 October 14 - October 22:	○ Lessons on using concrete words and sensory details. ○ Practice exercises on enhancing narratives with precise language and sensory details. ○ Writing activities: Students revise their narratives to include concrete words and sensory details. ○ W.4.5: Editing drafts with support from peers and adults. ○ Various Grammar Activities (F.4.3) ○ Mini-Lesson Book: WML 1, 2, & 3 Powerful Words (Pages 394-398)

1.) Focus - Writing Memoirs

- The Writing Mini-lesson book for each day
    - Crafting Powerful Leads
        - Learn from other writers different ways to write engaging leads p. 368
    - Crafting a setting
        - Make a sketch to show your thinking about the setting p. 352
        - Use your senses to describe the setting p. 354
        - Add small, real-life details to create a setting that gives important information p. 356
- Format of the Lesson
    - Mini-Lesson
    - Independent writing/conferencing - Narrative Focus
    - Closure/sharing

2.) Focus - Revising and Editing

- The Writing Mini-lesson book for each day
    - Revising: Adding Information to Your Writing
        - Add details to slow down the exciting or important part of the story p. 620
    - Editing: Conventions
        - Use capitalization and punctuation correctly when writing dialogue p. 506
    - Publishing: Adding Book and Print Features
        - Add personal information to help your readers understand more about your writing p.650
- Format of the Lesson
    - Mini-Lesson
    - Independent writing/conferencing - Narrative Focus
    - Closure/sharing

Additional Resources:

	Narrative PDFs: https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 7 October 23 - October 29:	○ Lessons on writing conclusions that follow from the narrated experiences or events. ○ Practice writing different types of conclusions. ○ Writing activities: Students draft and revise conclusions for their narratives. ○ W.4.4: Emphasis on clear and coherent conclusions. 1.) Focus - Endings and Revising: Word Choice • The Writing Mini-lesson book for each day ○ Crafting Powerful Endings ▪ Learn from other writers a variety of ways to write good endings p. 370 ○ Making Powerful Word Choices ▪ Use words to show, not tell p. 394 ▪ Use strong nouns and verbs p. 396 ○ Publishing Your Writing ▪ Choose and prepare a piece of writing you want to publish p. 656 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing 2.) Publish, Share and Celebrate (3 days) • Publishing

	• Sharing
	• Celebrating
	  ○ Students will read their created books to the class
	  ○ Teacher go over agreed upon norms for giving feedback
	  ○ Teachers will model feedback
	  ▪ What went well?
	  ▪ What questions are we left with?
	  ○ Students will give feedback
	  ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught
	  ▪ ex) Writing had a clear beginning
	
	Additional Resources:
	
	Narrative PDFs:
	https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc
	
	Personal Narrative:
	https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z
	
	Fictional Narrative:
	
	https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ
	
	Other Resources:
	https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg
	
	The Writing Process:
	https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW

Week 8 October 30 - November 5:	○ Peer review sessions: Students provide feedback on each other's work. ○ Final revisions based on feedback. ○ Writing activities: Students finalize their personal and fictional narratives. 1.) Focus - Editing: Capitals and Punctuation & Publishing • The Writing Mini-lesson book for each day ○ Editing and Proofreading Writing

- Check your spelling using multiple resources p. 640
- Check your punctuation and capitalization p. 642

- Adding Book and Print Features
  - Choose a title for your writing p. 648

- Publishing and Self-Assessing Your Writing
  - Use a self-assessment rubric to think about your strengths and goals p. 658

- Format of the Lesson
  - Mini-Lesson
  - Independent writing/conferencing - Narrative Focus

Closure/sharing

Extra Time Activities:

- Making Poetry Anthologies p. 271-280
- Writing Poetry p. 281 - 294
- Writing Different Kinds of Poems p. 295-308
- Writing Fairy Tales
- Observing and Writing as a Scientist

Additional Resources:

Narrative PDFs:
https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc

Personal Narrative:
https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z

Fictional Narrative:

https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ

Other Resources:
https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg

The Writing Process:
https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW

Week 9 November 6 - November 8:	○ Publishing the narratives (class book, bulletin board, etc.). ○ Oral presentations of personal and fictional narratives. ○ Discuss the differences and similarities between personal and fictional narratives. ○ Read and analyze samples of both personal and fictional narratives. ○ W.4.10: Write routinely for presentations and publications. Publish, Share and Celebrate (3 days) • Publishing • Sharing • Celebrating ○ Students will read their created books to the class ○ Teacher go over agreed upon norms for giving feedback ▪ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.) ○ Teachers will model feedback ▪ What went well? ▪ What questions are we left with? ○ Students will give feedback ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Writing had a clear beginning • Framing Your Thoughts ○ Review Sentence Formula - Unit 1, Skill 4 Extra Time Activities: • Making Poetry Anthologies p. 271-280 • Writing Poetry p. 281 - 294 • Writing Different Kinds of Poems p. 295-308 • Writing Fairy Tales

	• Observing and Writing as a Scientist Closure/sharing Additional Resources: Narrative PDFs: https://drive.google.com/drive/folders/1adUzeg_kEtHr4AFdO5ROLMmduuyfSRVc Personal Narrative: https://drive.google.com/drive/folders/174BImAwxTDpQbdlT5LjEoyOiVIjwHa0Z Fictional Narrative: https://drive.google.com/drive/folders/1TnMPg53IKs_IAFQenwzUCLzJ5k63LagJ Other Resources: https://drive.google.com/drive/folders/194EqYubMaEqgbk93h5_h7htkEaOHkCqg The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 10 November 11 to November 29: RACE Lessons/ NJSLA Short Response	NJSLA practice lessons for response writing. Short readings with short/extended response questions. Use RACE strategies (Restate the question, Answer the question, Cite Evidence from the text).

Assessments

Please Note: Assessments can be on-going and/or through student conferences too. Daily student writing samples can be used to assess any particular skills or overall writing ability. Your assessment does NOT need to be centered on a single continuous piece of writing, but rather multiple writings to give the students daily practice. The Formative and Summative assessments listed below are just suggestions for your consideration.

Formative Assessments

1. September 13 – Narrative Writing Overview
    - Skills to Assess: Understanding of narrative writing basics (differences and similarities between personal and fictional narratives).
    - Assessment Type: Quick write or exit ticket summarizing the key elements of narratives.

2. September 20 – Establishing a Situation and Characters (W.4.3A)

    - Skills to Assess: Ability to introduce a situation and characters in a narrative.
    - Assessment Type: Short narrative draft focusing on introducing the narrator and characters; peer review checklist.

3. September 27 – Dialogue and Description (W.4.3B)

    - Skills to Assess: Use of dialogue and description to develop experiences and events.
    - Assessment Type: Writing a scene with dialogue and detailed descriptions; teacher-student conferences.

4. October 4 – Character Responses (W.4.3B)

    - Skills to Assess: Showing character responses to situations within the narrative.
    - Assessment Type: Narrative revision exercise focusing on character responses; group feedback sessions.

5. October 11 – Transitional Words and Phrases (W.4.3C)

    - Skills to Assess: Use of transitions to manage the sequence of events.
    - Assessment Type: Revising narratives to include a variety of transitions; peer review with a focus on flow and sequence.

6. October 18 – Concrete Words and Sensory Details (W.4.3D)

    - Skills to Assess: Use of concrete words and sensory details to enhance narrative imagery.
    - Assessment Type: Descriptive writing exercise, focusing on imagery and sensory details; teacher feedback on precision of language.

Summative Assessments

1. October 25 – Drafted Narrative with All Components (W.4.3A-E)

    - Skills to Assess: Ability to draft a complete narrative with an introduction, dialogue, transitions, sensory details, and a conclusion.
    - Assessment Type: Submit full draft of narrative for comprehensive feedback (rubric-based grading on narrative elements).

2. November 5 – Peer Review and Final Revisions (W.4.5, W.4.6)

    - Skills to Assess: Ability to revise based on peer feedback and incorporate technology in the writing process.
    - Assessment Type: Final narrative submission after peer review, with self-assessment reflection.

3. November 8 – Oral Presentations (W.4.10)

    - Skills to Assess: Ability to present narratives effectively, focusing on clarity, expression, and engagement.
    - Assessment Type: Oral presentations of narratives with rubric-based grading on presentation skills.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Focus: Revisiting Dialogue, Description, and Character Responses (Suggested Date: October 4)		**Dialogue Scavenger Hunt:** Give students excerpts from famous narratives, and have them highlight examples of dialogue. They will then rewrite a section of the excerpt, changing the dialogue to enhance the characters' interactions. **Character Response Reflection:** Ask students to pick a character from their own narrative and write a short reflection on how their character's responses have evolved since the initial draft. This will reinforce their understanding of character development and dialogue. **Peer Feedback:** Partner students to share their progress, focusing specifically on dialogue and how it develops the characters and plot.
Focus: Strengthening Conclusions and Transitions (Suggested Date: November 1)		**Transition Word Challenge:** Create a list of transitional words and phrases on the board. Have students revise a paragraph of their narrative by replacing simple transitions with more sophisticated ones, ensuring smooth flow

		between events. **Conclusion Writing Mini-Workshop:** Have students revisit their draft conclusions and brainstorm alternate ways to end their story. Discuss different types of conclusions (e.g., reflective, circular, or cliffhanger) and allow students to experiment with their narrative endings. **Self-Assessment Checklist:** Provide students with a checklist focusing on transitions, conclusions, and overall narrative coherence. Have them use this to self-assess their work before the final peer review session.

Career Awareness, Exploration, Preparation, and Training

Students will explore how storytelling techniques are utilized in various careers, such as journalism, film, and creative writing, and will engage in activities that build communication and narrative skills essential for these professions.

Life Literacies & Key Skills

Students will develop essential life skills, such as clear communication, critical thinking, and creativity, by

learning how to craft and organize narratives that convey ideas effectively and connect with their audience.

Interdisciplinary Connections

Students will make interdisciplinary connections by incorporating concepts from social studies, science, and art into their narrative writing, allowing them to explore real-world experiences and imagined scenarios from multiple academic perspectives

Example:

1.) Incorporating historical figures or events into their writing (historical fiction)

2.) Incorporating science facts or concepts into their narrative writing as actions or settings (exploding volcanoes, etc)