Unit 3- Personal Narrative

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Essential Questions

● How can we write engaging personal narratives?
● How do we develop into effective writers?
● What role does writing play in our lives?
● What is the purpose of applying grammar, mechanical skills, and correct spelling?
● How do writers use language to effectively communicate their desired purpose in a piece of writing?

Big Ideas

● Students explore the genre of personal narrative and write about significant topics and events from their lives.
● Students explore the characteristics of a good personal narrative, including sensory details, temporal words and phrases, engaging openings, and effective endings.
● Students practice relevant skills and conventions, such as correcting commonly misused words, run-on sentences, and sentence fragments. Students hear, discuss, and write personal narratives.

Enduring Understandings

● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
● RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
● RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
● SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts,

building on others' ideas and expressing their own clearly.
● SL.PE.3.1. B Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
● SL.PE.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
● SL.PE.3.1.D Explain their own ideas and understanding in light of the discussion
● W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.
● W.NW.3.3.A Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
● W.NW.3.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
● W.NW.3.3.C Use transitional words and phrases to manage the sequence of events.
● W.NW.3.3.D Use concrete words and phrases and sensory details to convey experiences and events.
● W.NW.3.3.E Provide a conclusion or sense of closure that follows the narrated experiences or events.
● W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Assessments

● Personal Narrative Individual Writing Assessment
● Personal Narrative Student Self Assessment

Writing Piece Rubric

Resources

● My Grandma and Me
● "Water"
● "Mattie's Ride"
● "John and the Snake"
● "Cookin' with Grams"
● A Boy and a Jaguar
● Childtimes