

# Unit 3- Personal Narrative

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

## Resources

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- My Grandma and Me
- “Water”
- “Mattie’s Ride”
- “John and the Snake”
- “Cookin’ with Grams”
- A Boy and a Jaguar
- Childtimes

## Assessments

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- Personal Narrative Individual Writing Assessment
- Personal Narrative Student Self Assessment

## Enduring Understandings

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- 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.

## **Big Ideas**

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- 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.

## **Essential Questions**

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- 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?