Unit 3- Personal Narrative

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **MP1-2**
Length: **4 weeks**
Status: **Published**

STEM/STEAM

VISUAL BRAINSTORMING: Students will use various brainstorming activities to create and visualize writing topics

Essential Questions

- Why is it important to choose a significant topic or event from my life to write about?
- How do sensory details and descriptions of reactions and feelings enhance my story?
- How can an interesting story opening contribute to my story?
- Why is it important to end a story by providing a sense of closure?
- Why are transitional words and phrases important for organizing the events of a story?

Big Ideas

- Personal Narrative
- Choosing Topics for Writing
- The Importance of Sensory Details
- Strong Openings and Closings
- Using Transitions to Organize Writing

Handwriting and Spelling

Handwriting:

Practice cursive handwriting by writing spelling words in cursive. Trace over teacher-created pages of the current spelling words, and also write the spelling words in cursive in Spelling Notebooks.

Spelling:

Spelling words taken from the Fountas & Pinnell High-Frequency Word List for Grade 4. Spelling Notebooks are used for in-class practice (which includes cursive practice). One formal 20-word spelling test will be given at the end of this unit. Spelling will also be assessed on the rubric for this unit. (Two formal spelling tests will be given each marking period. Writing rubrics also assess spelling.)

Enduring Understandings

Writing

W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.NW.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

W.NW.4.3.D Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Foundational Skills: Writing Language

Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.C Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

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

L.WF.4.3.A Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.C [M] Use independent clauses and coordinating conjunctions.

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G [M] Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B [M] Choose words and phrases to convey ideas precisely.

L.KL.4.1.C Choose punctuation for effect.

L.VL.4.2.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3.D [M] Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Resources

Being a Writer: Personal Narrative Teacher's Manual

Collaborative Classroom Learning Portal (Digital Resources)

Texts:

- "First Days" and "Joe Louis" from Childtimes: A Three-Generation Memoir by Eloise Greenfield and Lessie Jones Little
- "Buffalo" by Ralph Fletcher
- "Hot Rolls," Jumpin' Sally," and "Learning the Hard Way" from Childtimes: A Three-Generation Memoir by Eloise Greenfield and Lessie Jones Little
- "Marsh Field" by Ralph Fletcher

Assessments

Writing PieceRubric