



## Grade 4 - Unit 2 Writing - Personal Narrative

### Unit Focus

Students will be building off prior knowledge of small moments to develop a personal narrative based on an experience in their life. The unit begins with generating ideas about what a personal narrative is and generating their own personal moments to then narrow into a topic. This helps lay the foundation for the writing process while focusing on a beginning, middle and end. Students will go through the process of planning, drafting, revising, editing, publishing and reflecting. During the process, students will focus on elaboration strategies, using details and transition words to create a smooth and logical flow to the writing. Modeling the writing process gives students the window into our thinking as a writer and allows students to see the messiness within the writing process.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li><i>English Language Arts: 4</i></li></ul></li><li>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.4.3)</li><li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.4.3.A)</li><li>Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-LITERACY.W.4.3.B)</li><li>Use a variety of transitional words and phrases to manage the sequence of events. (CCSS.ELA-LITERACY.W.4.3.C)</li><li>Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-LITERACY.W.4.3.D)</li><li>Provide a conclusion that follows from the narrated experiences or events. (CCSS.ELA-LITERACY.W.4.3.E)</li><li>Writing<ul style="list-style-type: none"><li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.4.5)</li></ul></li><li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.4.1)</li><li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* (CCSS.ELA-LITERACY.L.4.1.F)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. <b>T2</b> Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. <b>U2</b> Writers seek and use feedback to improve the quality of their writing. <b>U3</b> Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.	<i>Students will keep considering...</i> <b>Q1</b> How does following the writing process help a writer craft an effective piece of writing? <b>Q2</b> How can I get and use helpful feedback to improve my writing? <b>Q3</b> How do I engage my audience throughout my writing?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> A personal narrative is a story that tells about something in your life.	<i>Students will be skilled at...</i> <b>S1</b> Writing a personal narrative story that develops a real event from his/her life.

## Stage 1: Desired Results - Key Understandings

- Correctly use frequently confused words (e.g., to, too, two; there, their).\* (*CCSS.ELA-LITERACY.L.4.1.G*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*CCSS.ELA-LITERACY.L.4.2*)
- Use correct capitalization. (*CCSS.ELA-LITERACY.L.4.2.A*)
- Use commas and quotation marks to mark direct speech and quotations from a text. (*CCSS.ELA-LITERACY.L.4.2.B*)
- Spell grade-appropriate words correctly, consulting references as needed. (*CCSS.ELA-LITERACY.L.4.2.D*)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (*CCSS.ELA-LITERACY.L.4.3*)
- Choose words and phrases to convey ideas precisely.\* (*CCSS.ELA-LITERACY.L.4.3.A*)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (*CCSS.ELA-LITERACY.L.4.4*)
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (*CCSS.ELA-LITERACY.L.4.4.A*)
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (*CCSS.ELA-LITERACY.L.4.4.B*)
- 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. (*CCSS.ELA-LITERACY.L.4.4.C*)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (*CCSS.ELA-LITERACY.L.4.5*)
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (*CCSS.ELA-LITERACY.L.4.5.A*)

### Madison Public Schools Profile of a Graduate

Design: Engaging in a process to refine a product for an intended audience and purpose. (*POG.2.2*)

**K2** Elaboration strategies helps the writing to be more descriptive and the reader to feel like they are in the story.

**K3** A simile is a comparison between two things that uses the word like or as.

**K4** A metaphor is a direct comparison between two things that does not use like or as.

**K5** Vocabulary: precise language, transitions, soft sounds, silent letters, fragment, run-on, simile, metaphor, quotation marks, precise language.

**K6** Morphemes: Prefix com-, col- = "with, together", Prefix de- = "down, off of"

**S2** Using elaboration strategies to develop the events in the narrative.

**S3** Using figurative language in writing.

**S4** Using transition words to sequence the events in the narrative.

**S5** Producing complete sentences and recognizing fragments and run-ons.

**S6** Using commas and quotation marks to mark direct speech.

**S7** Choosing words and phrases to convey ideas precisely.

**S8** Recognizing morphemes hold their own individual meaning.