

WRITING BRIDGE

SAMPLE UNIT

Fourth Grade
Personal Narrative Unit



FOURTH GRADE: PERSONAL NARRATIVE | LESSON 1

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-Literacy L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELA-Literacy L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LEARNING OBJECTIVES:

I can set goals based on my pre-assessment.

LESSON PLAN:

Mini-Lesson:

1. Inform learners that today they will be taking a pre-assessment on writing a personal narrative. They will have the ability to choose their topic from a list, and they will be today to complete their writing.
2. Inform students that you will read aloud the options and give them scratch paper for planning.
3. Have students take a seat with pencils ready.
4. Pass out the writing guide, the list of story prompts, a scratch paper, a copy of their final paper, and the rubric for reference.
5. Read aloud the story prompts and ensure that students have selected one to complete. Read through the writing guide, and make note that they have a copy of the rubric to reference.
6. Inform students of what they can do when they are finished.

Independent:

7. Students will work on their pre-assessment. When finished you will collect all their papers.

Wrap-Up

8. Bring students back together and congratulate them on their hard work! Discuss how you will grade their writing, give feedback and that you will meet to set up a goal for what they need to work on during this unit.

MATERIALS:

- Pre-Assessment
- Rubric

ASSESSMENT:

Pre-Assessment

PERSONAL NARRATIVE

post-assessment

Name: _____

Date: _____

Teacher: _____

Respond to one of the following prompts:

Think about an experience that made you very happy. Your memory could be about a birthday party, an award you earned, a special day at school, or even something funny that happened to you. Write a story about that time.

Write about a time that you were kind to someone. What happened? How did the other person react to your kindness? How did you feel?

Think about a tradition that you or your family have. This can be something you do every Sunday, every holiday (Christmas, Halloween etc) or you do every season (summer, fall, winter). Write about that tradition. What do you do?

Think about an experience that made you very happy. Your memory could be about a birthday party, an award you earned, a special day at school, or even something funny that happened to you. Write a story about that time.

CHOICE:

Teacher approval

GUIDE TO WRITING

Personal Narrative Unit

PLAN

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider topic, task, and audience
- Think about what you want to write
- Use scratch paper to organize your thoughts. Use strategies like mapping or outlining

WRITE

As you write:

- Maintain a clear and consistent focus
- Include specific details; use examples and reasons to support your ideas
- Use a variety of well-constructed, complete sentences
- Use a logical organization with no obvious introduction, body, and conclusion

PROOFREAD

After you write:

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Check for capitalization, spelling, sentence structure, punctuation, and usage errors

Personal Narrative Post-Assessment

	Beginning - 1	Developing - 2	Competency - 3	Mastery - 4	SCORE
FOCUS	Shows minimal or no evidence of writing with the audience in mind. Provides random ideas.	Sometimes shows evidence of writing with the audience in mind. Attempts to narrow the topic.	Often shows evidence of writing with the author in mind. Narrows the topic.	Write with the audience in mind and has a clear focus on a well-narrowed topic.	
CONTENT	Writes with minimal or no details; details do not support topic.	Writes some sentences in the topic with limited details that support the topic.	Writes with sufficient details to support the topic. Sufficient elaboration that develops the story.	Writes with substantial supporting details that are developed on the topic.	
ORGANIZATION	Shows no order; lacks a logical order	Organizes written ideas in a logical sequence: beginning, middle, end	Orients the reader by introducing the character and writes using a logical sequence.	Distinctly orients the reader by introducing the characters and writes using multi-paragraphs	
STYLE	Shows minimal or no evidence of effective word choice	Sometimes uses effective word choice.	Often uses effective word choice. A writer's voice is evident.	Uses effective word choice, interesting sentence variety and a writer's voice is evident	
GRAMMAR	Shows minimal or no sentence variation.	Sometimes uses sentence variation.	Often uses sentence variation.	Writes using sentence variation.	
CONVENTIONS	Minimal or no control of spacing, grammar, mechanics, spelling, or usage.	Some evidence of applying spelling strategies. Limited mechanics.	Uses punctuation and capitalization correctly most of the time. Uses conventional spelling for most words.	Evident control of capitalization, punctuations and spelling.	

POST-ASSESSMENT

Personal Narrative Writing

NEEDS IMPROVEMENT	CRITERIA	EXCEEDING STANDARDS
	<p style="text-align: center;">FOCUS</p> <p>Write with the audience in mind and has a clear focus on a well-narrowed topic.</p>	
	<p style="text-align: center;">CONTENT</p> <p>Writes with substantial supporting details that are developed on the topic.</p>	
	<p style="text-align: center;">ORGANIZATION</p> <p>Orients the reader by introducing the characters and writes using multi-paragraphs</p>	
	<p style="text-align: center;">STYLE</p> <p>Uses effective word choice, interesting sentence variety and a writer's voice is evident</p>	
	<p style="text-align: center;">GRAMMAR</p> <p>Writes using sentence variation.</p>	
	<p style="text-align: center;">CONVENTIONS</p> <p>Evident control of capitalization, punctuations and spelling.</p>	

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 2

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LEARNING OBJECTIVES:

I can brainstorm a small moment from my life.

LESSON PLAN:

Mini-Lesson:

1. Begin by going over the learning objective with students. Have students turn and talk about the learning that is going to take place. Introduce the mentor text and share a quick synopsis of the story.
2. Read the mentor text, and pause to ask questions about the small moment with students. Remember, the mentor text *listed is a suggested and it can be changed out if you do not have these materials in your classroom.*
3. After reading, ask learners to think about the story and what small moment the character/ narrator was telling us about. Allow learners to share with the class.
4. After discussing the small moment in the story, inform students that they are going to share a small moment from their lives as writers.
5. Take out the personal narrative anchor chart to discuss the elements of this type of writing.
6. Model for students how you brainstorm around a general idea. ***Note: This will depend on the text you use. For example, in this text, Owl Moon by Jane Yolen, discuss how the character shares about going bowling for the first time. Discuss events they have gone through for the first time.
7. Walk students through your thinking on coming up with 5 ideas around this topic. When finished, have students open up their notebooks and complete their brainstorm.

Independent:

8. Students will work to brainstorm 5 story ideas from the overarching idea of "First Experiences"
9. When finished, students may free write

Wrap-Up

10. Bring students back together to share a story idea they might want to write about.

MATERIALS:

- Mentor Text: Suggested Owl Moon by Jane Yolen
- Anchor Chart | Elements of a Personal Narrative
- Writer's Journal or Learner management system
- Example Brainstorm

ASSESSMENT:

Brainstorm ideas using writer's notebook or learner management system

Name _____

Date _____

STORY IDEA SELECTION

What story did you choose to write about?

Why did you choose to write about this story?

Do you remember **most** of the events?

YES

NO

Are you able to describe this event?

YES

NO

Is this event a small moment?

YES

NO

Name _____

Date _____

STORY IDEA SELECTION

What story did you choose to write about?

Why did you choose to write about this story?

Do you remember **most** of the events?

YES

NO

Are you able to describe this event?

YES

NO

Is this event a small moment?

YES

NO

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 3

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ELA-Literacy W 4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LEARNING OBJECTIVES:

I can ask and answer questions on a small moment.

LESSON PLAN:

Mini-Lesson:

1. Remind students about the mentor text from yesterday. Share your writing ideas that you brainstormed from lesson 1 and allow students to turn and talk to share their ideas for stories they brainstormed yesterday with a partner.
2. Discuss the learning objective for the day.
3. Bring up the mentor text from yesterday and mention how the character is sharing a small moment. Let students know that not all our ideas will have small moments and we need to go through and decide how much we have to share. This is a game of goldilocks. You don't want too much information and you don't want too little. Inform students that you are going to use the retelling hand to help guide your choice.
4. Model discussing each brainstorm and share if there is too much information and/ or too little. Use the retelling hand to guide this. As an idea does not fit, cross it off the list. Then choose a brainstorm idea that works best for your story.
5. As you work, have students participate in the conversation. You can ask questions like: *Do you think this story has too much information, too little, or is it just right? Why or why not?*

Independent:

6. Students will head back to their seats and pull out their ideas from yesterday. They will share their ideas in groups and use the retelling hand to determine which story idea they will be writing about.
7. If you have a learner management system, have students complete a recording of their selected story idea and share it with you. This can also be done in a discussion board if recording is not possible. (An attached sheet has been provided for you to use if no LMS is available.)

Wrap-Up

8. Bring learners back together. Review the objective from the day and discuss what learners were meant to go out and complete.
9. Ask students the following questions: *Which story did you find have too much information? Why? Which stories did you have too little information and why? Which story did you choose for your personal narrative?*

MATERIALS:

- Mentor Text (suggested Owl Moon by Jane Yolen)
- Anchor Chart from Lesson 1
- Asking questions about your topic

ASSESSMENT:

Observation
Completed Discussion

Name _____

Date _____

ASKING AND ANSWERING QUESTIONS

Directions: Begin by creating questions that you can ask using the key words in the center. After you develop your questions, write your answer in the space provided. Be sure to use complete sentences.

QUESTION

ANSWER

	WHO	
	WHAT	
	WHEN	
	WHERE	
	WHY	
	HOW	

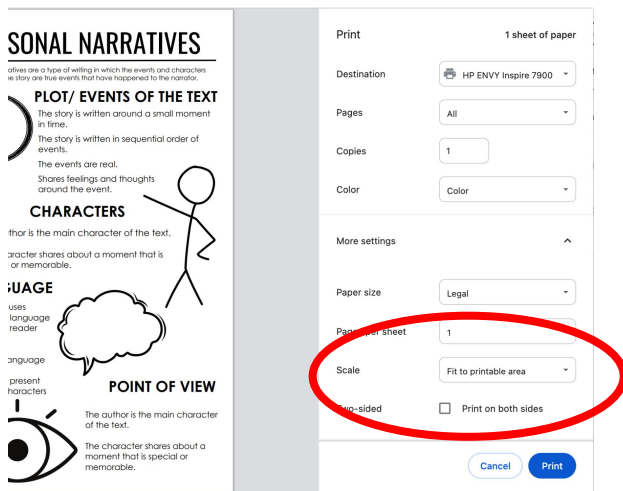
PRINTING THE ANCHOR CHART


The anchor charts are made for legal size paper (8.5x14).

You can purchase legal size cardstock and then laminate for durability.

For easy storage, add the unit name and lesson number on the back in sharpie to use in the future.

When printing, make sure to change the paper size on the print settings.




To access the anchor, click on the image or button. Then use the download button  to save the pdf to your computer.

PERSONAL NARRATIVES


Personal narratives are a type of writing in which the events and characters are real. The story are true events that have happened to the narrator.

PLOT/ EVENTS OF THE TEXT




The story is written around a small moment in time.
The story is written in sequential order of events.
The events are real.
Shares feelings and thoughts around the event.

CHARACTERS



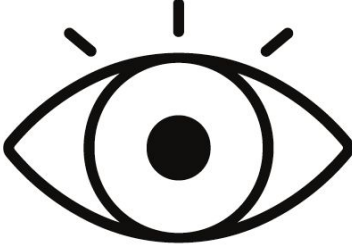
The author is the main character of the text.
The character shares about a moment that is special or memorable.

LANGUAGE



The author uses descriptive language to help the reader visualize.
Figurative language
Dialogue is present between characters

POINT OF VIEW



The author is the main character of the text.
The character shares about a moment that is special or memorable.

GET THE ANCHOR HERE

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 4

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LEARNING OBJECTIVES:

I can ask and answer questions on a small moment.

LESSON PLAN:

Mini-Lesson:

1. Remind students of the work they did yesterday. Share your story with the class that you have selected as your writing topic. Allow learners to share their story idea with their partner.
2. Share with students the objective for the day. Inform learners that today they are going to continue brainstorming their story using questions to guide them. Share that as readers we use questions to better understand a story, and as writers we do the same thing!
3. Share the types of questions we ask anchor chart. Model how we ask and answer questions about the book. (In order to save time, have some questions/ answers filled in to your anchor chart).
4. Tell students that today you are going to ask questions about your own stories.
5. Model for students using the graphic organizer how you can ask the questions and then fill in the answers. To involve learners, have students ask some questions about your story and add it to the anchor chart.

Independent:

6. ***As the teacher, you can choose to make this activity a partner or independent activity. If a partner activity, students are paired up and they can switch papers or write the questions and answers on their own paper. Partners will ask a question and the learner will answer their question on the organizer. They will take turns asking each other questions until the organizer is complete.
7. Have learners submit their organizers for you to review.

Wrap-Up

8. Have learners come back to the meeting area. Discuss the activity and what challenges students face when completing the organizer.

MATERIALS:

- Mentor Text (suggested Owl Moon)
- Anchor Chart from Lesson 1
- Asking questions about your topic

ASSESSMENT:

Ask and Answer Questions
Graphic Organizer

Name _____

Date _____

ASKING AND ANSWERING QUESTIONS

Directions: Begin by creating questions that you can ask using the key words in the center. After you develop your questions, write your answer in the space provided. Be sure to use complete sentences.

QUESTION

ANSWER

	WHO	
	WHAT	
	WHEN	
	WHERE	
	WHY	
	HOW	

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 5

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ELA-Literacy L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA-Literacy L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ELA-Literacy L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEARNING OBJECTIVES:

I can analyze a simple sentence.
I can determine the meaning and structures of a simile.

LESSON PLAN:

Mini-Lesson:

1. Bring learners together and discuss the work they completed yesterday. Inform learners that you are looking through their work and offering suggestions soon.
2. Discuss the learning objective for today, and inform students that they will participate in analyzing a mentor sentence of our book, Owl Moon. Tell them that this is a way for them to practice and observe the sentence structure so that they can go and implement it themselves.
3. *Display the sentence on the board: Then the owl pumped its great wings and lifted off the branch like a shadow without sound. - Owl Moon*
4. Allow students to observe parts of speech, punctuation, spelling patterns, capitalization.
5. Share with students that this sentence is a simile. Discuss the purpose of a simile and the meaning. Show examples of similes. Have students partner up to complete a simile sort.

Independent:

6. Inform learners that today they are going to complete a simile practice sheet and a collection from their independent reading. Students will submit both assignments.

Wrap-Up

7. Bring students back together and discuss the work they completed. Share the objective of analyzing a sentence and looking at similes.

MATERIALS:

- Mentor Text
- Anchor Chart on simile
- Mentor Sentence on board
- Simile Sort
- Simile Practice
- Collections

ASSESSMENT:

Simile Practice
Observations from lesson

SIMILES

Watching the show last night was like watching grass grow.

The spider's web is as sticky as glue.

Mom sees everything; she has eyes like a hawk!

During the house fire, my dad was as brave as a lion.

After that meal, I feel as fat as a pig.

Without my glasses, I am as blind as a bat.

Sunday is cleaning day. By the time we're done, the house is as clean as a whistle.

That speaker was as dull as dishwater.

She fluttered like a hummingbird around the classroom.

My literature teacher is as wise as an owl.

NOT SIMILES

Mike is a worker bee today.

Rachel was a brick wall and wouldn't listen to a word her friend said.

Mowing the lawn was a walk in the park.

Barry bought a book to bring to the backyard barbecue.

I've told you a million times, pick up your dirty socks.

I am going to die of embarrassment.

The warm fireplace seemed to be calling my name.

The angry sky roared and threw lightning around.

The gentle wind softly kissed my cheeks as I walked.

I would love to draw the scenery for you! It will be a piece of cake.

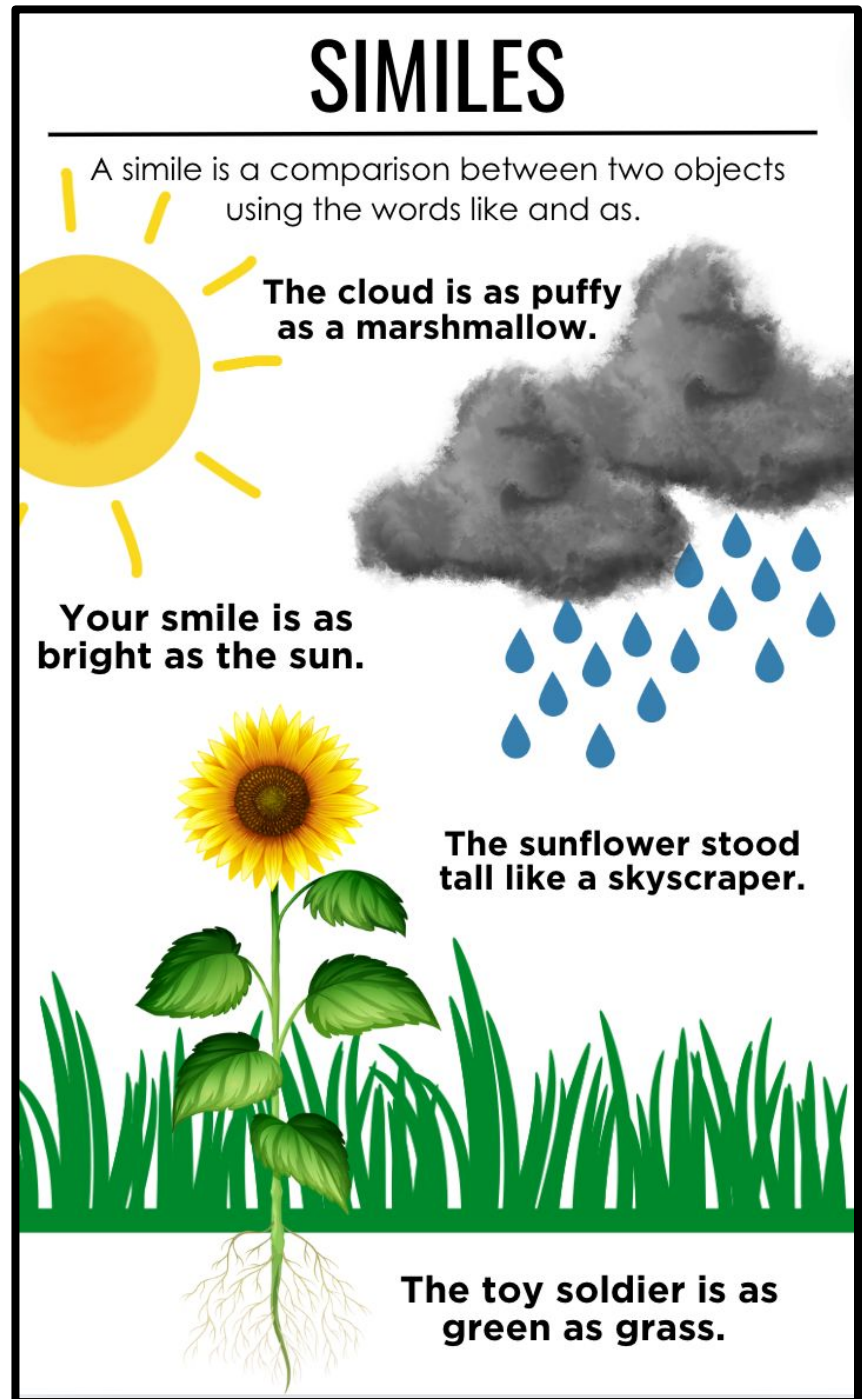
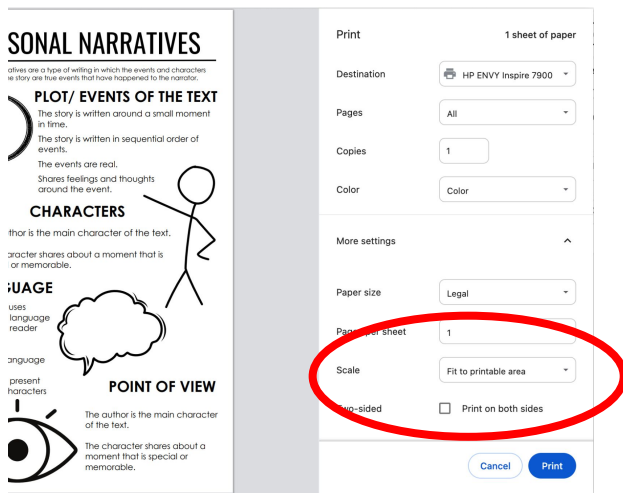
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To access the anchor, click on the image or button. Then use the download button  to save the pdf to your computer.

GET THE ANCHOR HERE

SIMILE PRACTICE

Directions: Identify the two things that are being compared in each simile and explain what the simile is expressing in literal language.

1. The boy was smart as a fox when trying to pass his test.
2. The running back was quick as a cat on the football field.
3. My dad is tough as nails because he never shows weakness.
4. The boxer head is hard as a rock.
5. The player is tough as a tiger.
6. The boy cried like a baby when he fell off the swing.
7. The boy drinks like a fish at the water fountain.
8. The runner slithered like a snake across the finish line.
9. The water on the river glistened like sequins on a dress.
10. The girl ran like the wind to get to class on time.

BONUS: Finish this sentence:

The sun beat down on the sand like _____.

Directions: Identify the two things that are being compared in each simile and explain what the simile is expressing in literal language.

Example: I am the oldest of four. My little sisters fight like cats and dogs.

____Sisters____ (is / are) being compared to ____cats and dogs____

In literal language this means.....

The two sisters do not get along and are always fighting.

1. On the weekends I can't play until I finish my list. I do my chores as quick as lightning.

_____ (is / are) being compared to _____.

In literal language this means....

2. While we were outside, I picked some flower. I stood like a statue as the bee flew by me.

_____ (is / are) being compared to _____.

In literal language this means....

3. My mom can see everything I do. She has eyes like a hawk!

_____ (is / are) being compared to _____.

In literal language this means....

4. When my brother is embarrassed his face turns as red as a tomato.

_____ (is / are) being compared to _____.

In literal language this means....

CLASSROOM COLLECTION

FOCUS _____:

From the text: _____

Found by _____

CLASSROOM COLLECTION

FOCUS _____:

From the text: _____

Found by _____

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 6

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA-Literacy W 4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can outline the events of my story.

LESSON PLAN:

Mini-Lesson:

1. Review with learners the work they have done so far. Share your story as a reminder and provide your students an opportunity to share their stories with a partner, in a small group or as a whole class.
2. Share the learning objective for today.
3. Discuss how every story has an order of events. Discuss the order of events for the story Owl Moon (have the BME organizer completed in advance for the mentor text). Discuss each part and how it fits into the organizer.
4. Next inform learners that today we are going to outline the events of our own stories.
5. Model how to use the first organizer to help you complete the BME organizer of your story. Invite students to participate towards the end by asking questions of *what happens next in my story?*

Independent:

6. Have students go out and use their questions organizer to help guide them in adding details to the events in their story.
7. Walk around and give assistance. Provide supports where needed to students by using sentence starters, chunking the work, or giving additional differentiation.

Wrap-Up

8. Pull students together to discuss their brainstorm as a class. Place students with their partners or in groups and have them share their BME organizers. Encourage them to point to each bullet as they share it to ensure they haven't missed or repeated information.

MATERIALS:

- Asking and Answering Organizers
- BME Organizers

ASSESSMENT:

BME Organizers

Name _____

Date _____

BEGINNING, MIDDLE, END ORGANIZER

Directions: Using the table below, think about your story and draw an image to represent the beginning, middle and end. Next to each image, write a few words or bullet points that helps explain each part of your story.

DRAW AN IMAGE:	BEGINNING
----------------	-----------

DRAW AN IMAGE:	MIDDLE
----------------	--------

DRAW AN IMAGE:	END
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FOURTH GRADE: PERSONAL NARRATIVE | LESSON 7

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA-Literacy W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can write a rough draft using an outline of the story.

LESSON PLAN:

Mini-Lesson:

1. Share with learners the work they have done so far in this unit.
2. Inform students that today they will take the two organizers (Questions and BME) they have used to brainstorm and begin writing their rough draft.
3. Prior to this lesson have your story outline written (partially) for students to make observation of how you took your organizers and made them into complete sentence. This is a great time to model your thinking from your outline and talking through your story. Ask students how to structure your sentences and allow them to participate in shared writing. This is where you have students discuss and dictate what you should be writing. You can also choose to have students come up and write to add to your story. This is an important process overall as many students will struggle with taking their organizers and making them into sentences.

Independent:

4. Have students go out and prep their desks. Ask them to remove everything except for their writing journal, paper, or device for writing their rough draft and their organizers. Have them begin by sharing their stories in order to their partner or groups and give your students time to write. Be sure to encourage students to use a simile in their writing once or twice.
5. Walk around to observe and assist students. Pull a group if necessary for helping guide learners through the process.

Wrap-Up

6. Pull students together to discuss writing and ask for a few students who would like to share what they have written. Celebrate their work and stories as a class!

MATERIALS:

- Pre-written story outline
- Organizers from previous lessons
- Writer's Journal or Google Doc to complete rough draft

ASSESSMENT:

Rough Draft

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 8

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can use descriptive language to tell about the setting of a story.

LESSON PLAN:

Mini-Lesson:

1. Share with learners the work they have done so far in this unit.
2. Inform students that today they will be reading a new mentor text that will have a strong emphasis on descriptive written with the setting. Review the elements that make up a personal narrative and discuss the importance setting and descriptive language.
3. Read the mentor text suggested or choose a text that is better suited for your class.
4. As you read, be sure to pause and point out areas where the author uses a lot of detail to help describe the setting or event.
5. Inform students that these descriptive sentences are sometimes referred to as show sentences because they help "show" the reader what is happening. Other sentences that do not include a lot of description are referred to as tell sentences. Display the anchor chart and discuss the examples.
6. Display a picture on the board and have students brainstorm words to describe. Begin with nouns and then adjectives. Break down the adjectives into color, size, texture, number, etc. Have students see the difference between writing a tell sentence and using the brainstormed words to help describe.
7. Inform students that the are going to participate in a group activity today.
8. Have the anchor charts posted around your room with the images pasted. Place students into groups and at one of the anchor charts to begin. Give them one minute to brainstorm and discuss, and one minute to write down nouns and adjectives. Students will rotate all the images. It gets more challenging the more the groups rotate.
9. Bring back together to discuss.

Independent:

10. Students will then be given a paper to write one show sentence from each poster using the number on the image to match the number on their page.

Wrap-Up

11. Have students share their sentences. What was most challenging? What did you find helpful? Tomorrow we will take out learning and apply it to our own stories.

MATERIALS:

- Mentor Text (**Suggested: The Storm Book by Charlotte Zolotow)
- Anchor Chart
- Setting graphic organizer
- Chart paper with printed images for the lesson

ASSESSMENT:

Group Activity
Completed Organizer of sentences

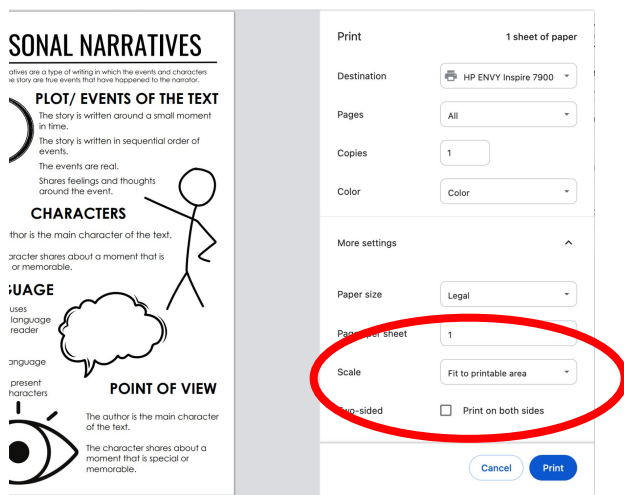
PRINTING THE ANCHOR CHART


The anchor charts are made for legal size paper (8.5x14).

You can purchase legal size cardstock and then laminate for durability.

For easy storage, add the unit name and lesson number on the back in sharpie to use in the future.

When printing, make sure to change the paper size on the print settings.



To access the anchor, click on the image or button. Then use the download button  to save the pdf to your computer.

SHOW VS TELL SENTENCES

A TELL sentence is when an author is directly stating what is happening with little to no description. A SHOW sentence is when an author uses descriptive language to help paint a picture.

FOUR WAYS TO SHOW!

Replace general words with specific details.

Use strong verbs

Don't tell your reader how the character is feeling. Show them by giving movement, color, and expressions.

Use dialogue

EXAMPLES OF SHOW VS TELL

Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds, he erupted like a volcano.

→ Brian was angry. He started to yell.

When she saw her dad enter the gym, she sprinted across the room, jumped into his arms, and buried her head in his chest.

→ She was excited to see her dad.

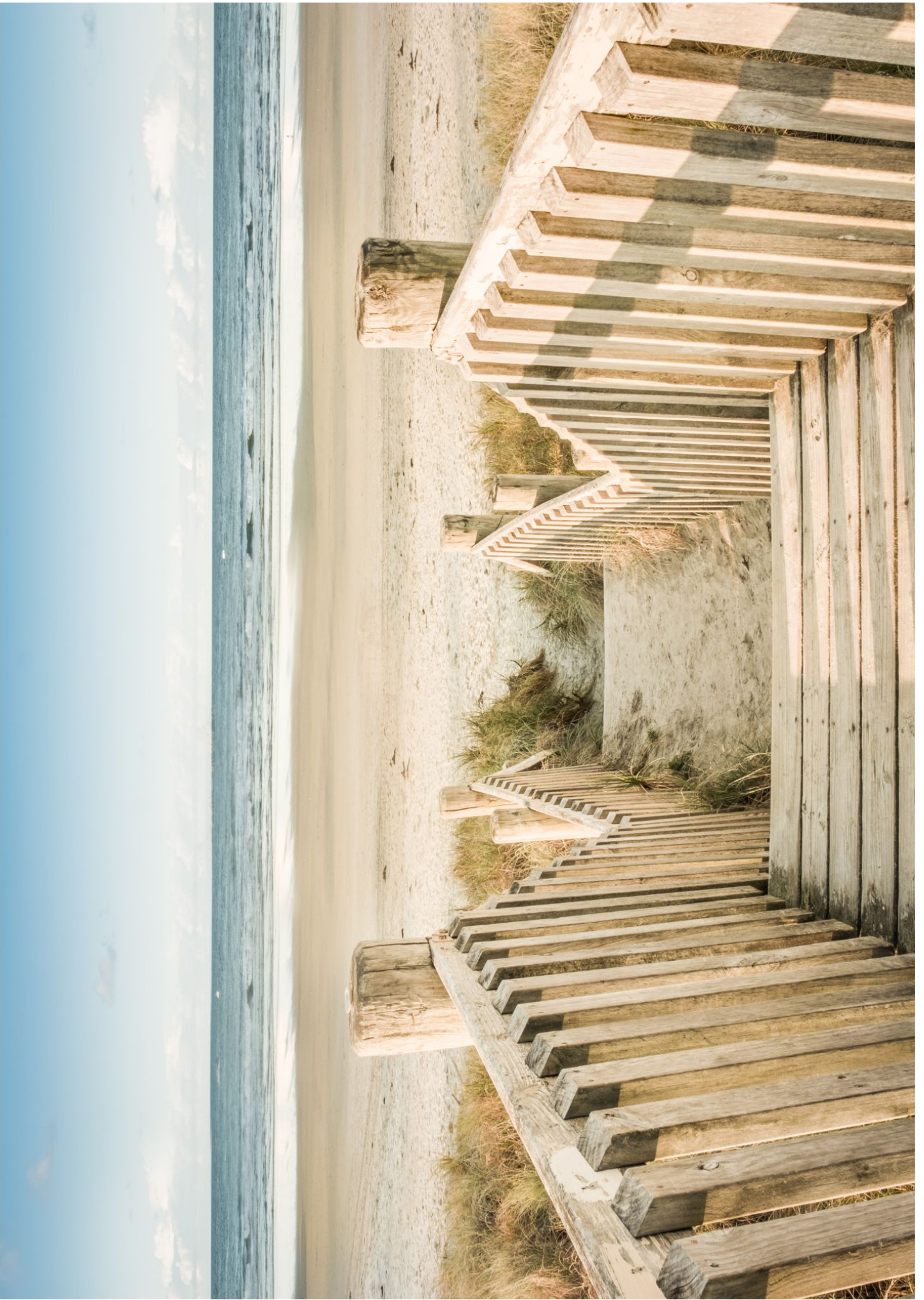
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PIZZA
FROM 7.€
PASTA
FROM 6.€

PIZZA
PASTA
CAFFÈ
PIZZA

Name _____

Date _____

DESCRIPTIVE LANGUAGE PRACTICE

Directions: After participating in the group activity, use the words that were brainstormed to help you come up with one descriptive sentence for each image. Be sure to write the sentence next to the number that matches the number on the image.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

THINK-MARK

SETTING

- Where**
The location(s) of where the events are taking place
- Time of Day**
Events take place during daytime or evening
- Time of Year**
Think seasons for the time of year or around holidays
- Year**
A specific year or time period in history/ life
- Weather**
Weather plays a role in how the characters act and feel
- Environment**
The events that are occur around the character
- Mood/Tone**
How you feel when reading and how the author writes the story

THINK-MARK

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- Where**
The location(s) of where the events are taking place
- Time of Day**
Events take place during daytime or evening
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Weather plays a role in how the characters act and feel
- Environment**
The events that are occur around the character
- Mood/Tone**
How you feel when reading and how the author writes the story

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 9

CONTENT STANDARD:

- ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA-Literacy W 4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can brainstorm descriptive language to tell about the setting of my story.

LESSON PLAN:

Mini-Lesson:

1. Remind students of the work that was done yesterday. Review the learning objective and remind them how the author of their mentor text uses descriptive language to help you feel like you are a part of the story.
2. Inform learners that today they are going to brainstorm the setting of their story to get a better idea of what to include.
3. Model for students how to use the setting organizer to brainstorm. Introduce the Setting Think-Mark to learners and model how to use the Think-Mark to guide their thinking when completing the graphic organizer. Remind students to include descriptive language.
4. As you work to complete the organizer, use this as an opportunity to have your students participate in shared writing. Encourage students to ask questions to help find descriptive language to add.

Independent:

5. After modeling, inform learners that they are to complete their graphic organizers using a Think-Mark to guide their thinking.
6. When students are finished, have them submit their graphic organizers for feedback.

Wrap-Up

7. Bring learners together to discuss their setting. Allow students to share some language they added to their organizers. Review the learning target and discuss challenges and wins they had while working on their organizers.

MATERIALS:

- Mentor Text (**Suggested: The Storm Book by Charlotte Zolotow)
- Setting graphic organizer

ASSESSMENT:

Setting Graphic Organizer
Brainstorm

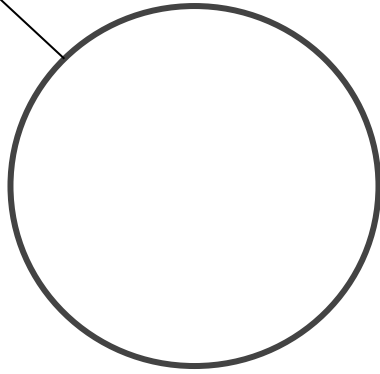
SETTING

Name: _____

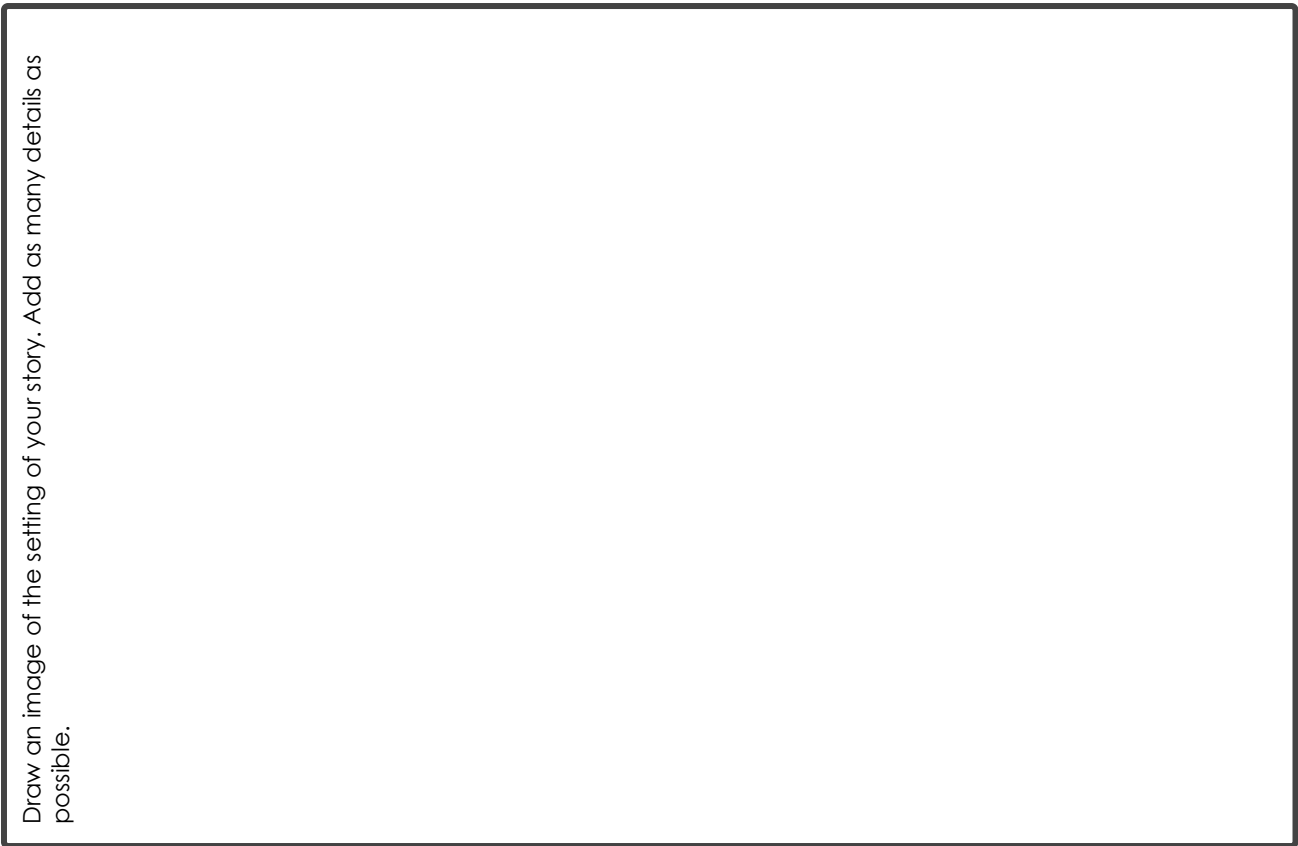
Date: _____

Writing Topic: _____

In the circle below write the setting of your story. Make a web using details to describe the setting fully.



Draw an image of the setting of your story. Add as many details as possible.



FOURTH GRADE: PERSONAL NARRATIVE | LESSON 10

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA-Literacy W 4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can write a descriptive setting.

LESSON PLAN:

Mini-Lesson:

1. Remind students about the mentor text from yesterday. Discuss your observations from their completed organizers.
2. Review the learning target with students, and share that today they will take their organizer and write a descriptive lead to hook their readers.
3. Introduce leads to students using the anchor chart. Discuss that one of the best leads is to set the scene by helping the reader envision where the story is taking place.
4. Tell students that yesterday they brainstormed their setting, and today they will take their ideas and make them into writing.
5. Display your organizer and the organizer for writing your setting for students to see. Model for students your thinking on how to take the information in the organizer and place it into complete sentences. Do this with one sentence and then use shared writing to add on from your graphic organizer.

Independent:

6. After the model, inform students that they will take their organizers and write 3-4 sentences describing their setting of their story.
7. Learners will submit their writing when finished.

Wrap-Up

8. Bring students together and discuss the objective for the day. Discuss some challenges that students faced and have a few learners volunteer to read their sentences to the class.

MATERIALS:

- Mentor Text (**Suggested: The Storm Book by Charlotte Zolotow)
- Anchor Chart
- Organizer for writing their setting

ASSESSMENT:

Setting sentences in LMS, or using the Organizer

PRINTING THE ANCHOR CHART

The anchor charts are made for legal size paper (8.5x14).

You can purchase legal size cardstock and then laminate for durability.

For easy storage, add the unit name and lesson number on the back in sharpie to use in the future.

When printing, make sure to change the paper size on the print settings.

SONAL NARRATIVES
offers are a type of writing in which the events and characters in the story are the events that have happened to the narrator.


PLOT/ EVENTS OF THE TEXT
The story is written around a small moment in time.
The story is written in sequential order of events.
The events are real.
Shows feelings and thoughts around the event.

CHARACTERS
The author is the main character of the text.
The author shares about a moment that is special or memorable.

LANGUAGE
The author uses language to help the reader understand the story.

POINT OF VIEW
The author is the main character of the text.
The author shares about a moment that is special or memorable.

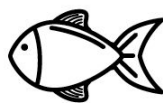
Print 1 sheet of paper
Destination HP ENVY Inspire 7900
Pages All
Copies 1
Color Color
More settings
Paper size Legal
Pages per sheet 1
Scale Fit to printable area
Print on both sides

To access the anchor, click on the image or button. Then use the download button  to save the pdf to your computer.

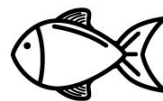
WHAT IS A LEAD?

A lead is the very beginning of your story that gains the interest of the reader. This is meant to keep your reader reading and get them excited to learn more.

What makes a strong lead?



The author is speaking to the reader.



Includes sensory details (sound, sight, touch and smell)



Uses questions to get the reader thinking about the story or events.



Gives accurate information about the topic with enough detail.



Expresses emotion

GET THE ANCHOR HERE

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 11

CONTENT STANDARD:

- ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- ELA-Literacy L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELA-Literacy L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LEARNING OBJECTIVES:

I can write descriptive sentences.

LESSON PLAN:

Mini-Lesson:

1. Bring learners together and discuss the work they completed yesterday. Inform learners that you are looking through their work and offering suggestions soon.
2. Discuss the learning objective for today, and inform students that they will participate in analyzing a mentor sentence of our book, *The Storm Book*. Tell them that this is a way for them to practice and observe the sentence structure so that they can go and implement it themselves.
3. Display the sentence on the board: *The sky darkens again as the thunder draws closer, rolling loudly nearer, until, with a sudden explosion, it crashes overhead and a silver torrent of rain slants down.* - *The Storm Book*
4. Allow students to observe parts of speech, punctuation, spelling patterns, capitalization.
5. Discuss the descriptive language the author uses to help paint a picture for the reader. Discuss the purpose of the commas to separate added details (comma in a series, with a preposition). Discuss the use of commas in a series. Provide practice with comma in a series.

Independent:

6. Provide students with the practice on comma in a series.
7. Students will then complete the class collection as they independent read. They are to find descriptive language with commas to share on their class collection.

Wrap-Up

8. Bring learners together and have some share their class collections with the class. Celebrate the wins and help clarify any misconceptions. Remind students of the objective and let them know that in the next lesson they will begin revising their rough drafts.

MATERIALS:

- Mentor Text (**Suggested):
The Storm Book by Charlotte Zolotow)
- Mentor Sentence posted

ASSESSMENT:

Class Collection (focus: descriptive language)

Name

Date

COMMA IN A SERIES

Directions: Rewrite the sentences, and add commas wherever required.

Example: Mary went to the movies with Ed Tina and Alvin.

Answer: **Mary went to the movies with Ed, Tina, and Alvin.**

1. Kenny likes apples bananas oranges and strawberries.

2. My mom invited Sam Louise and Liam for my birthdays party.

3. The Richards have been to Sydney London and Brazil.

4. Don't forget to sweep the floor clean the windows and take out the trash.

5. Polly saw polar bears flamingoes snakes and monkeys at the zoo.

6. When we go camping we pack lanterns sleeping bags bug spray and flashlights.

7. My favorite subjects are science math art and music.

8. Kim Mandy and Sara all went on the trip with me.

CLASSROOM COLLECTION

FOCUS _____:

From the text: _____

Found by _____

CLASSROOM COLLECTION

FOCUS _____:

From the text: _____

Found by _____

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 12

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELA-Literacy W 4.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy W 4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can add a lead to my story in order to hook my reader.
I can add more details to my story.

LESSON PLAN:

Mini-Lesson:

1. Review the objective from the last lesson. Inform students that today they will be spending their time revising their writing.
2. Begin by sharing some feedback on their setting sentences and offer great examples from students.
3. Discuss how today they are going to take these sentences and add it to their writing, but also take some time to go through and look for ways to revise their writing to include more descriptive details.
4. Have your rough draft ready for students to see. **Prior to this, you can add your setting to the beginning of your story for hooking your reader and have a few sentences pointed out where you can revise to add more detail.** Ask for students to look and make observations about where their setting sentences go in their story. Review the importance of a lead and how a descriptive setting helps to hook a reader.
5. Point out a sentence that can be revised. Model for your students how you would revise this in their writing. Then, invite students to look for another sentence that can be revised to include more detail.

Independent:

6. After the model, inform learners that they will go out and make changes to their settings if needed (with your feedback) and have them add it to their revised writing. As they go through their writing again, have them find sentences where they can include more details.

Wrap-Up

7. Bring learners together and discuss the objective. Invite students to share some sentences they revised and discuss them as a class.

MATERIALS:

- Setting Writing
- Organizers
- Rough Draft

ASSESSMENT:

Rough Draft

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 13

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

ELA-Literacy W 4.3.C: Use a variety of transitional words and phrases to manage the sequence of events.

ELA-Literacy W 4.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA-Literacy W 4.3.E: Provide a conclusion that follows from the narrated experiences or events.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

LEARNING OBJECTIVES:

I can add a closing statement to my story.

LESSON PLAN:

Mini-Lesson:

1. Remind students about the objective from yesterday and discuss how they added a lead to their stories to hook their readers. Tell them that today they will discuss ways to add a conclusion to their stories. Just as it is important to get a reader's attention in the beginning of a story, it is also important to add a conclusion that ends your story.
2. Display the conclusion anchor chart. Inform students that in stories such as personal narratives, the author will add a thought or feeling around event they are writing about.
3. Ask students if they think adding a sentence like "I love to go to the park." is a good ending to a story about spending time with your family at an RV park? Discuss why this is not the best option. Ask students what would be important about this idea of being with family at the park. Ask if the sentence "I made many memories with my family at the park. I will never forget the fun times."
4. Inform learners that you want these to connect to the story. Display your rough draft for students to see. Model for students your thinking when adding a sentence or two on how you think/ feel about the event you shared. Encourage students to help you find the right wording.

Independent:

5. Have students go out and finalize their rough drafts by reading through it again, and adding their concluding sentences.

Wrap-Up

6. Bring students together and discuss the objective for today. Allow students to share their conclusions and offer feedback/ celebrate. Inform learners that in the next lesson they will begin editing their writing for their final drafts!

MATERIALS:

- Mentor Text
- Anchor Chart
- Rough Draft

ASSESSMENT:

Conclusion sentences

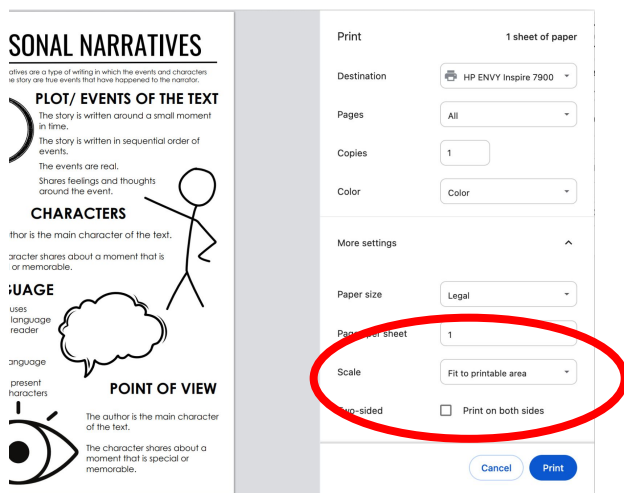
PRINTING THE ANCHOR CHART


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To access the anchor, click on the image or button. Then use the download button  to save the pdf to your computer.

WHAT IS A CONCLUSION?

A conclusion or closing statement brings your story to an end. This is a time to wrap up your story and remind your reader why they were reading.

What makes a strong closing?

- ➔ Make a final observation about the experience or event.
- ➔ Ask a probing question
- ➔ Suggest a new, but related direction or thought.
- ➔ Reveal a surprising piece of information
- ➔ Refer back to the beginning
- ➔ Restate the overall theme in different words

[GET THE ANCHOR HERE](#)

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 14

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

ELA-Literacy W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LEARNING OBJECTIVES:

I can participate in peer editing.

LESSON PLAN:

Mini-Lesson:

1. ****Prior to the lesson pair learners up for peer editing. It is best to pair as close to abilities as possible. You will need to support and guide students who struggle with writing.*
2. Remind learners of the work they did in the last lesson. Inform students that today, they will participate in peer editing.
3. Inform learners of what peer editing is by displaying the anchor chart.
4. Share that one way we work to edit our peer's work is by using the acronym COPS. Each letter stands for a specific area to edit. The C stands for Capitalization. The U stands for Usage. The P stands for Punctuation, and the S stands for spelling. Let students know that they are not making the corrections for the writer but they are simply pointing out the errors for the author to make corrections.
5. Display the sample writing and model for students how to focus on one letter at a time when making corrections. Start with capitalization and discuss what words need to be capitalized. Model how to highlight the corrections.
6. Invite students to come up and highlight as you work through the letters of the acronym.

Independent:

7. Pair students up and have them sit back to back around the room to edit. This allows them to ask questions when necessary but work without being distracted. Remind students that they will read the papers 4 times to make all the corrections. Invite students to whisper read aloud to slow down and take their time.

Wrap-Up

8. Invite students back to the meeting area and discuss the objective. Ask what challenges they faced and what they enjoyed about the activity. Allow students to share their peers' stories what they loved about them. **Note: today was about finding errors and not making the corrections.**

MATERIALS:

- Mentor Text
- Anchor Chart
- Rough Drafts
- Highlighters (4 different colors)
- CUPS Highlighter Key
- Sample text (print as an anchor chart)

ASSESSMENT:

Observation of peer editing

CUPS EDITING

 **C**apitalization

 **U**sage

 **P**unctuation

 **S**pelling

CUPS EDITING

 **C**apitalization

 **U**sage

 **P**unctuation

 **S**pelling

CUPS EDITING

 **C**apitalization

 **U**sage

 **P**unctuation

 **S**pelling

CUPS EDITING

 **C**apitalization

 **U**sage

 **P**unctuation

 **S**pelling

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 15

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

ELA-Literacy W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

ELA-Literacy W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING OBJECTIVES:

I can edit my writing.

LESSON PLAN:

Mini-Lesson:

1. Discuss the objective from yesterday and remind learners the importance of the editing phase in the writing process.
2. Discuss today's objective and inform learners that not only do they have to consider their peers' suggestions but they also need to look for edits themselves. Discuss that not every recommendation needs to be taken. You can decide whether to change or keep it the same!
3. Take the sample from yesterday and model how to decide if you want to make the correction or leave it the same. Model how to rewrite their writing or make changes.

Independent:

4. Students will use the same CUPS acronym to complete their writing and make edits.

Wrap-Up

5. Bring students together to discuss the objective. Ask the questions: *Why do you think we have rewritten our stories so many times? Have a discussion. Inform learners that in the next lesson they will finalize their writing and begin to publish their work!*

MATERIALS:

- Rough Drafts
- Sample Writing for editing
- CUPS reference cards

ASSESSMENT:

Observation Rough Drafts or
Final copies

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 16

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

ELA-Literacy W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING OBJECTIVES:

I can publish my writing.

LESSON PLAN:

Mini-Lesson:

1. Remind students about what they completed in the last lesson. Discuss the objective for today and the expectations for publishing their work.
2. Create a list of expectations on the board for example: Rewritten copy or typed copy of you are using a device; Create a cover to your story; Submit your story and cover; Complete a reflection

Independent:

3. Students are expected to be working on finalizing their edits and making a final copy of their writing.

Wrap-Up

4. Bring learners back together and discuss what they learned over the course of this unit.

Note: I encourage you to have a publishing party to celebrate and allow students to read their peers final copies! Inform students of the date for this.

MATERIALS:

- Final copies
- White paper for covers

ASSESSMENT:

Final Copies

FOURTH GRADE: PERSONAL NARRATIVE | LESSON 17

CONTENT STANDARD:

ELA-Literacy W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ELA-Literacy W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LEARNING OBJECTIVES:

I can analyze my post-assessment and compare my results.

LESSON PLAN:

Mini-Lesson:

1. Inform learners that today they will be taking a post-assessment on writing a personal narrative. They will have the ability to choose their topic from the same list as before but they cannot choose the same topic. Remind students that they will be today to complete their writing.
2. Inform students that you will read aloud the options and give them scratch paper for planning.
3. Have students take a seat with pencils ready.
4. Pass out the writing guide, the list of story prompts, a scratch paper, a copy of their final paper, and the rubric for reference.
5. Read aloud the story prompts and ensure that students have selected one to complete. Read through the writing guide, and make note that they have a copy of the rubric to reference.
6. Inform students of what they can do when they are finished.

Independent:

7. Students will work on their post-assessment. When finished you will collect all their papers.

Wrap-Up

8. Bring students back together and congratulate them on their hard work! Discuss how you will grade their writing, give feedback and that you will meet to reflect on their goal and the progress they have made in this unit.

MATERIALS:

- Post-assessment copies
- Rubrics
- Reflections

ASSESSMENT:

Completed post-assessments

PERSONAL NARRATIVE

post-assessment

Name: _____

Date: _____

Teacher: _____

Respond to one of the following prompts:

Think about an experience that made you very happy. Your memory could be about a birthday party, an award you earned, a special day at school, or even something funny that happened to you. Write a story about that time.

Write about a time that you were kind to someone. What happened? How did the other person react to your kindness? How did you feel?

Think about a tradition that you or your family have. This can be something you do every Sunday, every holiday (Christmas, Halloween etc) or you do every season (summer, fall, winter). Write about that tradition. What do you do?

Think about an experience that made you very happy. Your memory could be about a birthday party, an award you earned, a special day at school, or even something funny that happened to you. Write a story about that time.

CHOICE:

Teacher approval

GUIDE TO WRITING

Personal Narrative Unit

PLAN

Before you write:

- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider topic, task, and audience
- Think about what you want to write
- Use scratch paper to organize your thoughts. Use strategies like mapping or outlining

WRITE

As you write:

- Maintain a clear and consistent focus
- Include specific details; use examples and reasons to support your ideas
- Use a variety of well-constructed, complete sentences
- Use a logical organization with no obvious introduction, body, and conclusion

PROOFREAD

After you write:

- Did you support your ideas with specific details?
- Do the point of view and tone of the essay remain consistent?
- Check for capitalization, spelling, sentence structure, punctuation, and usage errors

Personal Narrative Post-Assessment

	Beginning - 1	Developing - 2	Competency - 3	Mastery - 4	SCORE
FOCUS	Shows minimal or no evidence of writing with the audience in mind. Provides random ideas.	Sometimes shows evidence of writing with the audience in mind. Attempts to narrow the topic.	Often shows evidence of writing with the author in mind. Narrows the topic.	Write with the audience in mind and has a clear focus on a well-narrowed topic.	
CONTENT	Writes with minimal or no details; details do not support topic.	Writes some sentences in the topic with limited details that support the topic.	Writes with sufficient details to support the topic. Sufficient elaboration that develops the story.	Writes with substantial supporting details that are developed on the topic.	
ORGANIZATION	Shows no order; lacks a logical order	Organizes written ideas in a logical sequence: beginning, middle, end	Orients the reader by introducing the character and writes using a logical sequence.	Distinctly orients the reader by introducing the characters and writes using multi-paragraphs	
STYLE	Shows minimal or no evidence of effective word choice	Sometimes uses effective word choice.	Often uses effective word choice. A writer's voice is evident.	Uses effective word choice, interesting sentence variety and a writer's voice is evident	
GRAMMAR	Shows minimal or no sentence variation.	Sometimes uses sentence variation.	Often uses sentence variation.	Writes using sentence variation.	
CONVENTIONS	Minimal or no control of spacing, grammar, mechanics, spelling, or usage.	Some evidence of applying spelling strategies. Limited mechanics.	Uses punctuation and capitalization correctly most of the time. Uses conventional spelling for most words.	Evident control of capitalization, punctuations and spelling.	

POST-ASSESSMENT

Personal Narrative Writing

NEEDS IMPROVEMENT	CRITERIA	EXCEEDING STANDARDS
	<p style="text-align: center;">FOCUS</p> <p>Write with the audience in mind and has a clear focus on a well-narrowed topic.</p>	
	<p style="text-align: center;">CONTENT</p> <p>Writes with substantial supporting details that are developed on the topic.</p>	
	<p style="text-align: center;">ORGANIZATION</p> <p>Orients the reader by introducing the characters and writes using multi-paragraphs</p>	
	<p style="text-align: center;">STYLE</p> <p>Uses effective word choice, interesting sentence variety and a writer's voice is evident</p>	
	<p style="text-align: center;">GRAMMAR</p> <p>Writes using sentence variation.</p>	
	<p style="text-align: center;">CONVENTIONS</p> <p>Evident control of capitalization, punctuations and spelling.</p>	