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|  **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Personal Narrative Unit 2 |
| **Grade Level:** 4 |
| **Duration:**Trimester 1  |
| **Description:**This unit builds on the students’ knowledge of personal narrative writing. In this unit, students learn how to write about significant moments, planning with focus and organization, as well as draft with elaboration and conventions in mind. Writers will build on their revision and editing strategies. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Writing with significance
* Focus
* Organization
* Elaboration
* Varied sentence structure

**Grammar Skills:*** Writers write in past tense, using the correct verb choice.
* Writers write with capital letters at the beginnings of sentences and proper nouns.
* Writers use correct end punctuation.
* Writers use commas and quotation marks to mark direct speech.
* Writers use resources to check spelling.
* Writers write in complete sentences.
* Writers write personal narratives in first person, using correct pronoun choice.
* Writers use paragraphs to organize their writing.

**Understandings:** * Writers write about significant moments.
* Writers plan with personal narratives with focus and organization in mind.
* Writers elaborate by thinking about the internal and external story.
* Writers edit independently.
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| **New Jersey Student Learning Standards**  |
| *New Jersey Student Learning Standards & Practices** W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
* W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.
* L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
* L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
* L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
* L.4.1.E Form and use prepositional phrases.
* L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \*
* L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their). \*
* L.4.2. Demonstrate command of the conventions of standard 3English capitalization, punctuation, and spelling when writing.
* L.4.2.A Use correct capitalization.
* L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.
* L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.
* L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
* L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.4.3.A Choose words and phrases to convey ideas precisely. \*
* L.4.3.B Choose punctuation for effect. \*
* L.4.3.C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
* L.4.4. 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.
* L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when disc
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.2.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Asian American/Pacific Islanders)
* 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Asian American/Pacific Islanders)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation.
* Use technology to enhance productivity, increase collaboration, and communicate effectively.

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science: Computing Systems*** 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Life Literacies and Key Skills:** **Information and Media Literacy*** 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

**Technology Literacy*** 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

**Life Literacies and Key Skills: Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
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| **Essential Questions** |
| * How do writers collect significant personal narrative ideas?
* How do writers plan and draft with elaboration in mind?
* How do writers draft with paragraphs and varied sentence structure in mind?
* How do writers revise with elaboration and meaning?
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| **Student Learning Objectives** |
| ***Students will …*** * Collect significant moments from their lives
* Plan and draft with focus and organization in mind
* Write personal narratives with elaboration and meaning
* Learn strategies to revise and edit independently.
* Publish a significant personal narrative.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers write about significant moments from their lives.** (If… Then… Curriculum, pg. 9)
	+ Demonstrate how writers don’t just write about any moment from their lives, they look for ones that are important.
* **Writers spark their memories to find significant moments to write about.** (If… Then… Curriculum, pg. 9)
	+ Model how writers look at their surroundings, objects, and people to spark memories.
* **Writers gather ideas with a focus, zooming in on the most important part.** (If… Then… Curriculum, pg. 10)
	+ Show how effective personal narratives zoom in on one part, not summarizing and event.
* **Writers reach toward the goal of writing powerful stories.** (If… Then… Curriculum, pg. 10)
	+ Demonstrate how writers think about stories that will make readers gasp, laugh aloud, blink back tears, etc.
* **Writers choose a seed idea that is significant.** (If… Then… Curriculum, pg. 14)
	+ Model how writers reread their entries to find a see idea that is significant and powerful.
* **Writers plan by thinking about what the story is really about.** (If… Then… Curriculum, pg. 14)
	+ Demonstrate how writers think about significance and meaning as they plan with a timeline.
* **Writers think about paragraphs as they draft.**
	+ Demonstrate how writers use paragraphs as they draft their stories.
* **Writers weave together action, dialogue, and thinking as they draft.** (If… Then… Curriculum, pg. 15)
	+ Model how writers follow their timeline and use action, dialogue, and thinking as they draft.
* **Writers use quotation marks and commas to punctuate dialogue correctly.**
	+ Demonstrate how writers punctuate dialogue correctly using quotation marks and commas.
* **Writers revise by thinking about the heart of the story.** (If… Then… Curriculum, pg. 15)
	+ Demonstrate how writers reread their writing, finding the heart of the story and stretching it out.
* **Writers revise by adding the internal and external story.** (If… Then… Curriculum, pg. 15)
	+ Model how writers think about what they thought and felt in the moment.
* **Writers revise by adding reflective endings.**
	+ Demonstrate how writers write reflective endings, highlighting the significance of their stories.
* **Writers edit by checking for correct end punctuation and capitalization.**
	+ Model how writers edit for end punctuation and correct capitalization.
* **Writers edit by checking for subject verb agreement and past verb tense.**
	+ Demonstrate how writers check subject verb agreement.
* **Writers edit by checking for spelling.**
	+ Model how writers use resources to check for spelling.
* **Writers publish and celebrate their personal narratives.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to illustrate their writing prior to writing in text.
* Students will work alongside teacher to convert picture story to text.
* Provide picture cards for vocabulary words.
* Students can use the personal narrative unit to share stories in their native language with their classmates.

**Special education:*** Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**At-risk:*** Provide visual aids that demonstrate rules and procedures of Writing Workshop.
* Allow students to use a combination of text and pictures to tell their story.
* Provide students with graphic organizers to organize their writing.
* Refer to their “map of my heart” to generate ideas if they are having difficulty.

**Gifted and Talented (G & T):*** Allow students to move to the next step of the writing process as they successfully complete the previous step.
* Encourage students to reread and apply higher level vocabulary in their writing.
* Support more complex stories by providing students with strategies to elaborate and grow their writing.
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| **Materials** |
| **Materials:** * If.. Then… Curriculum by Lucy Calkins
* Writers notebooks
* Narrative checklist
* TCRWP narrative rubric
* Chart paper
* Markers
* Anchor chart post- its

  **Suggested** **Mentor Texts:** * Fireflies by Julie Brinckloe
* Pecan Pie Baby by Jacqueline Woodson
* When I Was Eight by Christy Jordan-Fenton and Margaret Pokiak-Fenton (Asian American/Pacific Islanders)
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| **Assessments** |
| Formative:* Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* Teacher observations
* Grammar Assessment
* IXL open-ended assessments
* On-Demand personal narratives

Summative:* Units of Study Benchmark Assessments
* Personal Essay Rubric/published work
* Essay Rubric/published work
* Literary Essay Draft/published work
* Informative Essay/published work
* Opinion Essay/published work
* Teacher created tests
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners*** + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Audio books
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Audio books
* Modeling
* Flexible/preferential seating
* Partner reading
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended reading time
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|  **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |