

Diocese of Wheeling-Charleston

Unit Planner

Name of Teacher: Vanessa DeBlasis		Grade Level: 4		
Subject Area: Language Arts		Cross Curricular Opportunities: None		
Unit Title: personal narratives		Estimated Duration of Unit: 2 weeks 11/ 14/2016-12/2/2016		
Overview of Unit: Students will begin learning what a personal narrative is. We will look at examples in our book as well as watch Flocabulary video for personal narrative and writing. We will discuss point of view and I will remind the students that this must be in first person point of view. Students will then begin the writing process of brainstorming, rough draft, peer editing, teacher editing, final copy, and illustration. Then finally the students will share their stories to the class as a summative assessment.				
Forms of Text (non fiction/fiction): Voyages text book and Reading Wonders book. Personal Narrative examples pulled from various sources.		Teaching Strategies: direct instruction, peer editing, and individual work.		
Catholic Identity Connections: Writing narratives is a way to express our feelings and show how we live our lives as God wants us to. These stories are true accounts of the way the students use God's creation and show gratitude.				
Assessment (authentic/published - summative/formative): formative assessment brainstorming and rough draft. Final draft and illustration-summative				
Standard Number	Standards	Description of Activity	Resources	Date of Completion
(CCSS W.4.2)	write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. orient the reader by establishing a situation and introducing a narrator and/or characters; organize	Students are brain storming and creating rough drafts, final drafts, and illustrations. This is a 2 week process to complete everything.	Text book. And Flocabulary	Days 1-14

	<p>an event sequence that unfolds naturally.</p> <p>use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>use a variety of transitional words and phrases to manage the sequence of events.</p> <p>use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>provide a conclusion that follows from the narrated experiences or events.</p>			
CCSS W.4.4	<p>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 objectives in Text Types and Purposes</p>	<p>This is what the peer checking and teacher check will be for.</p>		<p>Days 1-14</p>
CCSS W.4.5	<p>with guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>This will be done using various resources. Students will complete several changes to their stories before final drafts can be done.</p>	<p>Peer review worksheet</p>	<p>Days 5 and 6</p>

	planning, revising, and editing (Editing for conventions should demonstrate command of Language objectives up to and including grade 4			
CCSS SL.4.2	paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	Students reading stories aloud. They will also use a PowerPoint to illustrate the story as they are telling it. This will be completed in Technology class.		Day 14
CCSS RL.4.6	compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.	Students reading examples of personal narratives from various sources.		Day 1-2
ELA.4.W.9.3	write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. •orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. •use dialogue and	Entire unit from beginning to end.		Day 1-14

	<p>description to develop experiences and events or show the responses of characters to situations.</p> <ul style="list-style-type: none"> •use a variety of transitional words and phrases to manage the sequence of events. •use concrete words and phrases and sensory details to convey experiences and events precisely. •provide a conclusion that follows from the narrated experiences or events. 			
<p>Differentiated Instruction Opportunities/Overview: Students work at an independent level throughout the week and receive one on one teacher conferences.</p>				
<p>Cross Curricular Opportunitieslevel: Technology, reading, grammar, speaking/listening, and depending on narrative picked science/social studies/religion.</p>				
Standard Number	Standards	Description of Activity	Resources	Date
21C.O.3-4.1.TT.7	<p>Student creates a presentation of at least four to six slides. Student inserts slides and chooses backgrounds, fonts, and slide layouts. Student understands and uses different formats for viewing (e.g., slide sorter menu, slide show menu, normal view).</p>	<p>Creating PowerPoints in Technology class to illustrate narratives. This will require them to add pictures and set a timer.</p>		Day 11-14

21C.O.3-4.1.TT.8	Student uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find, sort and interpret information for classroom assignments.	Students will use the iPads in class to look up some examples of personal narratives. Also look up information about their particular topic in their story to give the reader background knowledge about a topic their story may include.		Day 4
ELA.4.SL.C14.2	add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			Day 11-14

Common Core Checklist

Writing	
X	Paragraph
X	Essay (narratives, fairy tales, realistic fiction)
	Summary
	Research
X	Detailed answers (text supported)
	Notes (note taking skills, outlines)
X	Complete sentences
Reading	
X	Informational text
	Lexile
	Complex

	literature
X	Speaking
X	Listening
	Varied strategies and instructional methods
	Critical thinking in whole class discussion
	Student led activities
	common core standards (literature circles)
Technology	
X	Smartboard
x	Computers
x	iPads
X	Powerpoint, Elmo etc.
Differentiated Instruction	
X	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching
Assessment	
x	Project based
	Writing prompt
	Portfolio
X	Observation
	Quiz
	Technology based
	Test
	Student created test
x	Presentation
	Journal
x	Think, pair, share

	Summary
	Oral questioning
	Analogy
x	Powerpoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning
	Problem solving strategies
Summary of Unit:	
<p>The students will begin looking at examples of personal narratives before. We then will do a brainstorm activity of our ideas. Once they have brainstormed they will choose one topic that will write their narrative. They will work on a rough draft. Then I will do a teacher check for content and correct. After they will peer edit . Once they have peer edited they can begin their final copy in cursive. After finishing the final draft they will illustrate their story. The final story will be grading using a rubric and given a test grade in English. Once they are graded the students will have the opportunity to read them to the class.</p>	