

Narrative Writing: Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS:	Transfer	
	<i>Students will be able to independently use their learning to gain information from their reading and communicate it effectively.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	<i>What does the author want the reader to know?</i>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<u>Competencies:</u> <i>Students will demonstrate the ability to narrate a story, using a variety of forms, in order to develop real or imaginary events or experiences.</i> <u>Content Standards:</u> <u>Text Types and Purposes</u> - W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>Production and Distribution of Writing</u> 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 adults and peers, 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. <u>Range of Writing</u> 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. <u>Conventions of Standard English</u> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	- that narratives are written for a specific purpose: to entertain or share a story. - that using transition words, phrases and clauses signal changes in time and place. - that poems, dramas and prose use different structural elements. - that graphic organizers are helpful for developing writing ideas. - that technology can be used to produce and publish writing. - the function of relative pronouns, relative adverbs, progressive verb tenses, modal auxiliary, adjectives, prepositional phrases, Greek and Latin affixes and roots in general, but also their functions in particular sentences.	- orienting the reader by introducing the narrator and characters, and establishing the storyline. - writing a lead that introduces the narrator and characters. - logically sequencing events/situations. - developing events and/or experiences and show how characters respond to situations using dialogue and descriptions. - using transition words, phrases and clauses to manage the sequence of events and signal changes in time and place. - using concrete words and phrases as well as sensory details to help the reader visualize. - providing a conclusion that follows from the narrated experiences or events. - selecting a writing structure to match task, purpose, and/or audience.

		• composing a clear and logical piece of writing that demonstrates an understanding of a specific writing style. • using the writing process to plan, revise and edit narrative writing. • identifying and using digital tools to produce and publish writing. • using digital tools to interact and collaborate/work with others. • demonstrating keyboarding skills and typing a page in one sitting. • writing for long or short periods of time depending on the task. • using relative pronouns and relative adverbs. • forming and using progressive verb tenses. • using modal auxiliaries to convey various conditions. • ordering adjectives within sentences according to conventional patterns. • forming and using prepositional phrases. • producing complete sentences and recognizing and correcting inappropriate fragments and run-ons. • using frequently confused words correctly. • using correct capitalization. • using commas and quotation marks to mark direct speech and quotations from text. • using a comma before a coordinating conjunction in a compound sentence. • spelling grade appropriate words correctly, consulting references as necessary. • choosing words and phrases to convey ideas precisely. • choosing appropriate punctuation for effect. • differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>think creatively</i> • <i>collaborate with others</i> • <i>reason effectively</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	