4th Grade ELA: Personal Narratives	
Grade	**4**
Unit of Study	**Unit 1: Personal Narrative**
Length of Unit	**3 Weeks**

Missouri Learning Standards	
4.L.1.B.b	In written text: punctuate a dialogue between two or more characters.
4.R.1.A.a	Develop and demonstrate reading skills in response to text by: drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.
4.R.1.A.b	Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly.
4.R.1.B.a	Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes.
4.R.1.B.d	Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language.
4.R.1.B.e	Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
4.R.1.B.f	Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
4.R.1.C.a	Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, compare and contrast).
4.R.1.D.a	Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
4.R.1.D.b	Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
4.R.3.A.b	Read, infer, and draw conclusions to: describe the sequence of events, ideas, concepts or steps needed to carry out a procedure.
4.R.3.A.c	Read, infer, and draw conclusions to: interpret and explain factual information presented graphically.
4.R.3.B.b	Read, infer, and draw conclusions to: analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis. BOY Assessment
4.R.3.B.c	Read, infer, and draw conclusions to: explain how an author uses language to present information to influence what the reader thinks or does.
4.R.3.C.b	Read, infer, and draw conclusions to: explain explicit and implicit relationships among ideas in texts. BOY Assessment
4.R.3.C.c	Read, infer, and draw conclusions to: explain author's purpose.
4.R.3.C.d	Read, infer, and draw conclusions to: compare and contrast a firsthand and secondhand account of the same event or topic.
4.R.4.A.d	Read to develop an understanding of media and its components by: explaining text structures and graphics

	features of a web page and how they help readers to comprehend text.
4.RF.3.A.b	Develop phonics in the reading process by: reading root words, prefixes, and suffixes and important words from specific content curricula.
4.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:
4.SL.1.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: following, generating, and justifying classroom listening rules.
4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by: pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: generating and following active listening rules, according to classroom expectations.
4.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
4.SL.3.A.a	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: contributing to discussion after listening to others' ideas, according to classroom expectations.
4.SL.4.A.a	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: paraphrasing portions of a text read aloud or information presented in diverse media and formats.
4.SL.4.A.c	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: incorporating descriptive and sequential details in a student-designed or teacher-assigned topic.
4.SL.4.A.d	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: giving a formal presentation to classmates, using a variety of media.
4.W.1.A	Follow a writing process to plan a first draft by:
4.W.1.A.a	Follow a writing process to plan a first draft by: selecting a genre appropriate for conveying the purpose to an intended audience.
4.W.1.A.d	using a prewriting strategy.
4.W.1.B	Appropriate to genre type, develop a draft from prewriting by:
4.W.1.B.a	generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound.
4.W.1.B.b	establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph.
4.W.1.B.c	categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.
4.W.1.B.d	addressing an appropriate audience.
4.W.1.C	Reread, revise, and edit drafts with assistance to:
4.W.1.C.a	develop and strengthen writing by revising - main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience/purpose, and voice.
4.W.1.C.b	Reread, revise, and edit drafts with assistance to: edit for language conventions.
4.W.2.A	Write opinion texts that:
4.W.2.A.c	Write opinion texts that: use specific and accurate words that are related to the topic, audience, and purpose.

4.W.2.A.e	Write opinion texts that: reference the name of the author(s) or name of the source used for details or facts included in the text.
4.W.2.B.c	Write informative/ explanatory texts that: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.
4.W.2.C	Write fiction or nonfiction narratives and poems that:
4.W.2.C.a	establish a setting and situation/topic and introduce a narrator and/or characters.
4.W.2.C.b	use narrative techniques, such as dialogue, motivation, and descriptions.
4.W.2.C.c	organize an event sequence that unfolds naturally to establish a beginning/middle/ end.
4.W.2.C.d	use a variety of transitions to manage the sequence of events.
4.W.2.C.e	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.
4.W.3.A.c	Apply research process to: identify a variety of relevant sources, literary and informational.
4.W.3.A.d	Apply research process to: use organizational features of print and digital sources efficiently to locate information.
4.W.3.A.e	Apply research process to: convert graphic/visual data into written notes.
4.W.3.A.f	Apply a research process to: determine the accuracy of the information gathered.

Unit 1: Learning Targets
I can write a paragraph about a memory of school. [W.4.3]
I can define personal narrative. [SL. 4.1]
I can infer information from six-word memories. [RI.4.1]
I can write six-word memories based on my memory paragraph. [W.4.9]
I can describe the main argument in “A Good Lie.” [RI.4.2]
I can cite evidence from the text in describing character traits. [RI.4.1]
I can identify my peers’ opinions and the evidence that supports them. [SL.4.3]
I can write an opinion paragraph describing what makes a good friend. [W.4.1]
I can explain how and why a character in the text changed. [RI.4.5]
I can use cause and effect structure to write a paragraph about someone who changed me. [W.4.3a]
I can make predictions based on listening to classmates’ narratives. [SL.4.1]
I can summarize a text. [SL.4.2]
I can identify sensory details in a text. [RI.4.1]

I can write a paragraph using sensory details. [W.4.4]
I can describe the events of “How to Eat a Guava.” [RI.4.2]
I can present a memory to a partner. [SL.4.4]
I can outline a sequence of events. [W.4.3]
I can determine the meaning of domain-specific and academic vocabulary. [L.4.6]
I can describe character traits and support their descriptions with quotes from the text. [RI.4.1]
I can punctuate dialogue. [L.4.2b]
I can write a narrative that includes dialogue. [W.4.3b]
I can refer to a text in explaining what a text says. [RI.4.1]
I can describe the chronology of a personal narrative. [RI.4.5]
Students use transition words in planning a chronological narrative. [W.4.3c]
I can identify details that demonstrate the narrator’s feelings. [RI.4.1]
I can compare facts from firsthand and secondhand accounts. [RI.4.6]
I can complete planning for my personal narrative. [W.4.8]
I can infer character traits from actions. [RI.4.1]
I can listen to other peer’s narratives and provide constructive and specific feedback. [SL.4.1c]
I can draft an introduction to my personal narrative. [W.4.3a]
I can identify and explain similes and metaphors. [L.4.5a]
I can interpret and analyze a simile or metaphor from the text. [RI.4.1]
I can include similes or metaphors in my personal narrative. [W.4.3b]
I can identify different types of detail in “Star Patient Surprises Everyone,” analyzing how the text conveys meaning through cause and effect relationships and use of descriptive words. [RI.4.5]
I can draft the second body paragraph of my personal narrative and include an example of cause and effect. [W.4.3]
I can replace nondescript verbs with vital verbs that show detail and action. [L.4.3a]
I can identify textual details and use them to read the text closely. [RI.4.1]
I can revise my personal narrative draft to incorporate good and varied details. [W.4.3, W.4.5]
I can learn about strong conclusions and analyze the conclusion of *Small Steps*. [RI.4.2]

I can compose conclusions for my personal narratives. [W.4.3e]
I can prepare for and conduct interviews from the perspective of the author and talk-show host. [SL.4.1]
I can offer peer feedback and use feedback to revise my personal narrative. [W.4.4, W.4.5]
I can complete a final polish of my work using a self- evaluation and revision checklist. [W.4.5]
I can prepare for and conduct interviews about my personal narrative. [SL.4.1]

Intervention and Enrichment
https://amplify.com/

Assessments	
MLS (Learning Goal)	**Description or Location**
• End of the Unit Assessment	https://amplify.com/

Vocabulary			
Adept	Feminist	Limp	Sin
Antibody	Fiction	Lugged	Spasm
Anticipation	First person	Melody	Spinal tap
Beneficiary	Firsthand account	Metaphor	Striding
Buckled	Flawlessly	Mucus	Structure
Bulbar polio	Float	Nonfiction	Tempting
Castor oil	Forget-me-nots	Nourishment	Tinge
Character trait	Fragrant	O.T.	Unique
Chronological	Gazed	Paralysis	Vaccine
Chuckled	Glisten	Paralyzed	Virus
Coaxed	Grimace	Personal narrative	woozy
Confiscated	Guava	Phlegm	
Contagious	Gunnysack	Plow	
Contaminate	Heralded	Plunge	
Crevices	Homecoming	Pores	
Crippled	Illegal	Prickly	
Diagnosed	Implications	Pulpit	
Diagnosis	Infantile	Respiratory	

Edible Embedded Epidemic excruciating	Iron lung Isolation ward Jubilantly laden	Scored Secondhand account Sermon simile	

Instructional Materials

https://amplify.com/

Additional Instructional Resources

Reflections for Future Revisions

We spent two days on each lesson.