

Writing Workshop

Grade 3- Personal Narrative Small Moment Writing

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Readington Township Board of Education

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Writing Workshop Grade 3

Personal Narrative Small Moment Writing

Unit length: about 26 days

Unit Rationale

Overview: Third grade students will learn about the writing process by working with a piece of narrative writing from drafting to draft through publication over the course of 3-4 weeks. They select a draft to develop, reread their work critically, ask themselves questions about their writing, revise, proofread, and publish their writing. They learn about a professional author's writing process, and they confer about their writing in a caring and responsible way. It is especially important that children learn to write effective narratives because the narrative is the basis for other kinds of writing they will do. As a writer you need to connect to your own unique history, and claim it as your own. Our memories shape what we write.

This unit will provide opportunities for students to work collaboratively and to be creative. Over time, we hope to see children developing a sense of self as writers, as well as writers, as well as personal writing processes that work for them. We expect that our students will develop ways of reading the world like writers, collecting ideas with variety, volume, and thoughtfulness. As teachers, we want our students to develop a sense of thoughtfulness and deliberate purpose about their work as writers and a willingness to linger with those purposes. Overall, our expectations are that our students will have a sense of audience with all their writing and an understanding of how to prepare conventional writing to go into the world. (Ray, 1999; Ray with Laminack 2001)

Students will begin to improve their writing by using the specific elements of craft and the proper mechanics of our language. We will read and notice some of the important features of mentor texts and model our writing in similar ways. Students will develop new lenses with which they can use to revisit their own writing. Students will push beyond their first draft, reflect on their narrative, and revise their piece so it affects the emotions of the reader. Writers never stop learning to write better – it is a continual study.

Rationale: Third graders need to enhance their writing to include specific details, meaningful language and voice. Writers will go beyond basic sentences to writing with more clarity and structure. They will build the stamina needed for future writing assignments across content areas. By conferring with the teacher, students will understand the need for revision and editing.

Enduring Understandings

- Students will understand that narrative writing includes events in sequential order.

Essential Questions

- How do writers engage their readers by sharing personal experience?

<ul style="list-style-type: none"> • Students will understand that personal narrative stories are small moments from their lives. • Students will understand that writers revise and edit their work before publishing (self reflection). • Students will understand that authors use specific word choice, voice, and clarity in the stories they write. • Students will understand that writers go through a process and develop stories over time. 	<ul style="list-style-type: none"> • How do writers construct an effective personal narrative? • Why is it important to be able to express my thoughts and feelings in writing? • How do writers elaborate details within their personal narrative? • How do writers work through the writing process and reflect on their work?
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Unit Content (What the student will learn.)	Unit Skills (What the student will be able to do.)
<ul style="list-style-type: none"> • Strategies to identify and develop seed ideas for small moment writing. • Students become familiar with their writing notebooks. • Students review their recent drafts and select one to develop and publish. • Students reread their writing critically. • Students revise their writing with input from others. • Students analyze and revise their drafts. • Students generate alternatives for overused words. • Students draft personal narratives, focusing on interesting events or topics from their own lives. • Students hear, discuss, and draft personal narratives. • Students explore sensory details. • Students review their drafts and select one to develop, revise, proofread, and publish. • Students add sensory details to their writing. • Students explore strong opening sentences. • Students confer with one another and the teacher. • Students proofread for spelling, grammar, and punctuation. • Students write their final version and publish it in a class book. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Write to entertain • Stretch out a small moment stories to include detail • Define personal narrative • Produce an effective narrative with detailed events • Interpret mentor texts • List/ recall elements of a narrative (transition words, characters, setting, beginning, middle, end) • Identify and progress through the writing process • Converse with teacher/peers about writing techniques

<ul style="list-style-type: none"> Students present their personal narrative to the class from the Author's Chair. Students confer with one another and the teacher. 			
Unit Standards	Core Vocabulary	Links to Technology	Resources
<ul style="list-style-type: none"> CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCSS.ELA-Literacy.W.3.3d Provide a sense of 	<ul style="list-style-type: none"> Mentor text Small moment Story tell Personal narrative Hook/lead Action Dialogue Setting Inner thinking Dialogue Zooming in Reflection Conference Checklist Edit Revise Purposeful Rehearse Mental movie Draft Publish Edit Voice Describe Internal story Paragraph Struggle Resolution Quotation mark 	<ul style="list-style-type: none"> http://www.readwritethink.org/ (student activities) http://www.storylineonline.net/ (books read by celebrities) http://www.writingwithrebecca.com/Mentor-Texts.html (list of mentor texts) http://www.pps.k12.or.us/files/curriculum/Writing_Binder_Grade_4_Section_3.pdf (sample mini lessons) 	<p>Mentor Texts:</p> <ul style="list-style-type: none"> <i>The Pain and The Great One</i> by Judy Bloom <i>Shortcut</i> by Donald Crews <i>Aunt Flossie's Hats and Crabcakes Later</i> by Elizabeth Fitzgerald Howard <i>Fireflies</i> by Julie Brinkloe <i>Thundercake</i> by Patricia Polacco <i>Forever Amber Brown</i> by Paula Danziger <i>Roller Coaster</i> by Marla Frazee <i>Come On Rain</i> by Karen Hesse <i>Voices in the Park</i> by Anthony Browne <i>The Hickory Chair</i> by Lisa Rowe Frustino <i>Arthur Writes a Story</i> by Marc Brown ** also on youtube <i>The Tiny Seed</i> by Eric Carle <i>The Name Jar</i> by Yangsook Choi <i>Owl Moon</i> by Jane Yolan <p>Teacher Resources:</p> <ul style="list-style-type: none"> http://readingandwritingproject.com/ Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards  http://www.corestandards.org/the-standards

<p>closure</p> <p>CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing..</p> <p>CCSS.ELA-Literacy.W.3.10 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.</p> <p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative</p>	<p>Comma</p> <p>Sentences (command, exclamation, statement)</p> <p>Show, don't tell</p>		<p>Scroll down and click on</p> <p>English Language Arts Appendix C. Click OK to download and prepare to wait a few minutes, as it is a large file.</p> <p>You will find student examples of the three types of writing: narrative, informative, and opinion. Although each grade level is required to write three types of writing, you will only find two out of the three genres. Therefore, view the previous or proceeding grade level for the missing genre you need.</p>
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<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and			
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<p>spelling when writing. CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.</p> <p>CCSS.ELA-Literacy.L.3.2b Use commas in addresses.</p> <p>CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.</p> <ul style="list-style-type: none">• CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.• CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.			
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