

4th Grade MELD Lessons Aligned to CCSS

Narrative Writing

Overview

Throughout the course of this writing unit you will see strategies used as part of a Culturally Relevant balanced literacy program. You may wish to deliver individual lessons over the course of more than one day. Please modify and pace these lessons based on your professional judgment and the needs of your students.

Lesson Structure

Each lesson has two major focus areas:

- I. Responsive Academic Literacy Instruction
- II. Responsive Academic Language Instruction

The AEMP Access strategies are integrated into the instructional activities and supplemented with various Participation and Discussion Protocols. A key is provided at the bottom of each page for your reference.

Procedures and Routines:

During the directed lesson/active engagement portion of the lesson, have students meet in a predetermined meeting area. This insures all students are focused on the information being presented.

Technology Enhancement/Digital Pathways:

A digital pathway is included and suggested for 1:1 iPad classrooms and computer classrooms.

Resources:

We have included various instructional resources to help assist with the delivery of these lessons. They are attached to this series of lessons. Throughout this unit we have include numerous photographs of teacher-created anchor charts. You may want to modify them to suit your needs.

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Responsive Classroom Management: Discussion Protocols (**DP**) Participation Protocols (**PP**)

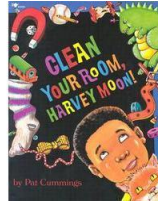
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	Day 1 Narrative Essay Pre-Write
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>
Materials and Resources	<ul style="list-style-type: none"> ● KWL Chart ● Elements of a personal narrative ● Character trait graphic organizer ● MELD Personal Thesaurus
Essential Question “Big Idea”	What is Narrative Writing?
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	<ul style="list-style-type: none"> ● Students will complete a 5 paragraph essay on narrative writing entitled “Family History” regarding events that have happened in their lives. ● Student demonstrates proficient use of Standard English (SE) in written and oral form. ● Students will define and discuss Narrative Writing Elements ● Students will progress through the “Writing Process” with guidance and support using technology, including the internet, to produce and publish a five paragraph essay (Project Based Learning - PBL continuing throughout the MELD Narrative Unit)
Instructional Strategies	<p><u>Teacher Modeling</u></p> <ul style="list-style-type: none"> ● Teacher will introduce students to Personal Narrative using a KWL to get background knowledge using Think-Pair-Share. ● Teacher will model MELD Personal Thesaurus using the word “narrator” ● Teacher will tell students definition of a personal narrative, “personal narratives are true stories that really happen to the writer. They are stories from the author’s life. <p>Read Aloud <u>Clean Your Room, Harvey Moon!</u> by Pat Cummings.</p> <ul style="list-style-type: none"> ● Establish a situation ● Introduce the narrator ● Introduce the characters

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Small Group

Students will complete the character analysis graphic organizer. Students will work collaboratively in groups of four to complete the graphic organizer sharing ideas.

Independent Work

Students will write a quick summary of the story Clean Your Room, Harvey Moon! Using the character trait graphic organizer.

- Students will complete the graphic organizer Personal Narrative Summary

Wrap Up: Conclude every MELD day with a summary of learning

1. Summarize today’s learning. “Today, we learned...”

Return to the Big Idea Question by asking, “What is Narrative Writing?”

Use an appropriate **DP** to get students response. (**Informal Assessment Opportunity**)

Academic Language

- Narrative
- Personal narrative
- Character traits
- Narrator
- Situation

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	Day 2 Create a List for Topic Sentence
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely</p>
Materials and Resources	<ul style="list-style-type: none"> ● Personal narrative “Idea List” graphic organizer ● “Family Memories” graphic organizer (from Start Smart)
Essential Question “Big Idea”	<p>What is your topic for your personal narrative?</p> <p>What are some of your life experiences?</p>
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	<ul style="list-style-type: none"> ● Students will complete “Idea List” graphic organizer ● 5 paragraph essay on narrative writing entitled “Family History” regarding events that have happened in their lives. ● Student demonstrates proficient use of Standard English (SE) in written and oral form.
Instructional Strategies	<p><u>Modeling (I Do, We Do, You Do)</u></p> <ul style="list-style-type: none"> ● Teacher will model how to complete the “Idea List” personal narrative graphic organizer. Whole Group teacher will begin dialogue with students to read through the list of possible topics for a narrative. Teacher will choose two topics to complete while students watch (I Do). Teacher and students will complete two more topics (We Do) together using “Pick-a-Stick”. Students will complete “Idea List” graphic organizer alone (You Do).

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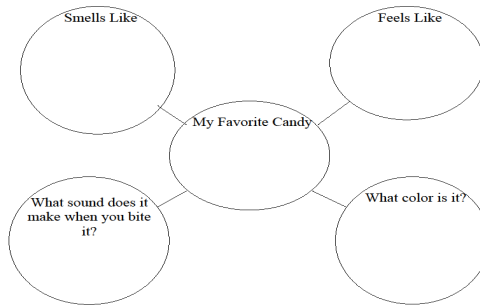
	<ul style="list-style-type: none"> Experiences
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Day 3 Sensory Details and Transitional Words	
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L4.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SLW4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>
Materials and Resources	<ul style="list-style-type: none"> MELD Writing Journal Student brings in two pieces of their favorite candy Sensory Detail graphic organizer
Essential Question "Big Idea"	<p>What are the elements of a Personal Narrative? How do I include sensory details and transitional words?</p>
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	<p>Students will begin to prewrite their personal narratives. Students will use academic vocabulary. Students will include sensory details in prewrite. Students will include transition words in prewrite.</p>
Instructional Strategies	<p>Modeling</p> <ul style="list-style-type: none"> Mini-Lesson teaching sensory details. Teacher asks students a list of questions and students chart their answers in their writing journal. Students use two pieces of candy to explore descriptive writing. One piece is used as a hands-on aid to complete a bubble map in writing journal. This information is used to help children write a descriptive paragraph about the candy. When done, children give their writing piece and the second piece of candy to a friend to read and eat! 1. What does your favorite candy smell like? 2. How does it feel in your hand? 3. What color is it? 4. What sound does it make when you bite it? Students will begin writing their narrative using the topic from "Idea List"

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Small Group

- Students will work in pairs to share their favorite candy with a partner along with reading the responses.
- Students will give each other feedback on journal entries

Grammar Mini-Lesson

- Teacher will discuss with students that there are different kinds of transition words. Explain that one kind of transition word is time transitions, which helps the reader know the order of events in a story.
- Teacher will discuss using different transition words changes the meaning of a sentence.
Example 1. Dad and I went fishing
Example 2. Mom made our lunch
- Show students how to connect the sentences by adding transition words.

Dad and I went fishing /meanwhile/ Mom made our lunch
/After/ Dad and I went fishing-mom made our lunch

Guided-Practice

- Put the following three sentence strips up on a pocket chart.
 1. Marty saw the puppy.
 2. He recognized it.
 3. He picked it up.
- Give three students three transition words on them (First, Then, After that) using the protocol “Pick-A-Stick”. Tell students that the transition words on the cards will help them put the sentences in the correct order.

Independent Work

- Students will begin writing their personal narrative using the topic chosen from yesterday’s lesson.
- Student should make sure the topic chosen means something

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	<p>to them.</p> <ul style="list-style-type: none"> • Students should use transition words inside of the personal narrative to combine sentences. <p>Wrap Up: Conclude every MELD day with a summary of learning</p> <ol style="list-style-type: none"> 1. Summarize today’s learning. “Today, we learned...” <p>Return to the Big Idea Question by asking, “What are some of your life experiences?” How can using sensory details or transition words enhance your essay? Use an appropriate DP to get students response. (Informal Assessment Opportunity)</p>
Academic Language	<ul style="list-style-type: none"> • Sensory details • Transitional words

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Day 4 Narrative Essay Beginning and Middle	
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
Materials and Resources	Poster Paper MELD Writing Journals Dictionary and Thesaurus Graphic Organizer
Essential Question “Big Idea”	How do I incorporate sensory details into my narrative essay? How do I incorporate transition words into my narrative essay?
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Students will begin writing a narrative essay including a beginning, middle and end. Students will understand how to develop supporting sentences using sensory details in an essay. Students will understand how to develop supporting sentences using transition words in an essay.
Instructional Strategies	<p>Modeling</p> <p>Teacher will model how to write an essay with a beginning, middle and end.</p> <p>Using a graphic organizer teach students that the beginning includes who the characters are and the setting of the story.</p> <p>Using the graphic organizer to teach that the middle includes what happens to the character and the end of the story includes what changes the character has experienced.</p> <div style="text-align: center; margin-top: 20px;"> <p>Writing a Personal Narrative <small>Notes for a Narrative</small> <small>Directions: Fill in the graphic organizer with information about the event or experience that you plan to write about.</small></p> <p>Possible title: _____</p> <p>Summary</p> <p>Who happened? _____</p> <p>When? _____</p> <p>Where? _____</p> <p>Who was there? _____</p> <p>Details</p> <p>Beginning _____</p> <p>Middle _____</p> <p>End _____</p> </div>

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	<p><u>Independent Practice</u></p> <ul style="list-style-type: none"> • Students will begin writing their own personal narrative that will incorporate a beginning and middle. • Students <p><u>Conferencing</u></p> <ul style="list-style-type: none"> • Individual students may need teacher conferencing during the prewriting stage. • Have students share their story maps and event pictures with peers for feedback. • After peer and teacher conferencing, allow time for students to make changes to their story maps. Tell students that they will use their story maps when they write their stories. <p><u>Wrap Up:</u> Conclude every MELD day with a summary of learning</p> <ol style="list-style-type: none"> 1. Summarize today’s learning. “Today, we learned...” <p>Return to the Big Idea Question by asking, “What are some of your life experiences?” Use an appropriate DP to get students response. (Informal Assessment Opportunity)</p>
Academic Language	

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	Day 5 Narrative Essay Conclusion Paragraph
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
Materials and Resources	<p>MELD Journal Dictionary & Thesaurus MELD Thesaurus</p>
Essential Question “Big Idea”	How do I write a concluding paragraph?
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	<p>Students will begin writing the conclusion paragraph. Students will include descriptive words and sensory details.</p>
Instructional Strategies	<p>Modeling Teacher will model the “So What Game”.</p> <ul style="list-style-type: none"> ● When you read a statement from the conclusion, ask yourself, “So What?” or “Why should anybody care?” ● If I say Dr. King believed education was important. ● So What? ● Well, it was important because it was a key to him feeling like a free and equal citizen? ● Why should anybody care? ● That’s important because white people tried to keep blacks from being educated so they could maintain control. <p>Guided Practice Students will brainstorm on three sentences they can possible use at a topic sentence.</p>

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	<p>Students will use their MELD Journals to pull out descriptive words to include in the topic sentence.</p> <p><u>Independent Practice</u> Students will complete the conclusion paragraph using key points from the beginning and middle of the essay.</p> <p><u>Wrap Up:</u> Conclude every MELD day with a summary of learning 1. Summarize today’s learning. “Today, we learned...” Return to the Big Idea Question by asking, “What are some of key points you will use to conclude your essay?” Use an appropriate DP to get students response. (Informal Assessment Opportunity)</p>
Academic Language	<ul style="list-style-type: none"> ● Conclusion ● Topic sentence ● Importance

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	Day 6 Peer Editing
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Materials and Resources	<p>MELD Journal Personal Thesaurus Narrative Draft Peer Editing Graphic Organizer</p>
Essential Question “Big Idea”	<p>How do you edit an essay? Peer Editing with a partner.</p>
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	<p>Student will learn how to edit and revise essay. Students will work with a partner to edit essay Conference with teacher on narrative essay.</p>
Instructional Strategies	<p>Modeling Teacher will define peer editing</p> <ul style="list-style-type: none"> • A peer is someone your own age • Editing means making suggestions, comments, compliments, and changes to writing. • Peer editing means working with someone your own age – usually someone in your class – to help improve, revise, and edit his or her writing. <p>Teacher will model the 3 steps to editing</p> <ul style="list-style-type: none"> • Step 1 – Compliments • Step 2 – Suggestions • Step 3 - Corrections

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STEP 1
Compliments

We were all over my aunts house when my dog Riley was running around like crazy. He was chasing me around in circles. all of a sudden I look and riley he was in the pool swimming in my aunts pool. I couldn't believe my eyes that the dog was in the pool. I dashed to the pool and jumpd in and swan over to Riley and pulled him to the steps. He got out and shook all over us like a sprinkler on a hot day. I was glad riley was o.k. and that I saved him.

STEP 2
Suggestions

Making suggestions means giving the author some specific ideas about how to make his or her writing better.

Remember - stay positive and be specific!


- Instead of, "It didn't make sense," say, "If you add more details after this sentence, it would be more clear."
- Instead of, "Your word choice was boring," say, "Instead of using the word 'good,' maybe you can use the word 'exceptional!'"

STEP 3
Corrections

The third step in the peer editing process is making corrections.

Corrections means checking your peer's paper for:

- Spelling mistakes
- Grammar mistakes
- Missing punctuation
- Incomplete or run-on sentences



Small Group

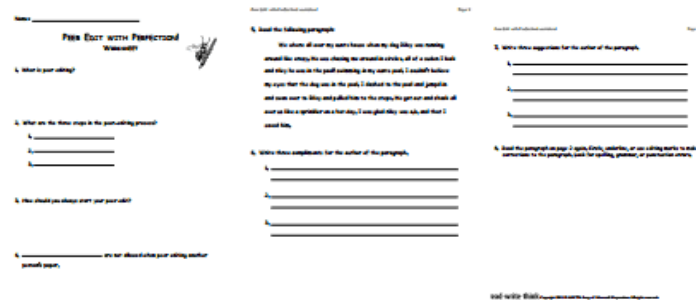
Students will THINK-PAIR-SHARE on possible suggestions on how to make the paragraph better.

Students will write two possible suggestions inside of their MELD writing folder.

Independent Practice

Students will use the teacher model to exchange papers with their table partners to peer edit the essay.

Students will use peer editing graphic organizer to edit partner's paper



Student will revise essay using sensory details and transitional words.

Wrap Up: Conclude every MELD day with a summary of learning

1. Summarize today's learning. "Today, we learned..."

Return to the Big Idea Question by asking, "What are some of the key steps you can use to peer edit an essay?" Use an appropriate **DP** to

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	get students response. (Informal Assessment Opportunity)
Academic Language	

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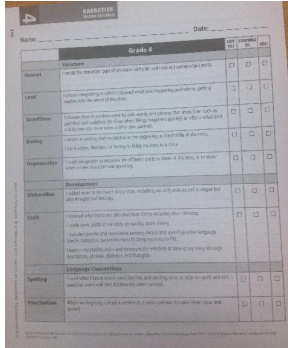
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Day 7 Peer Editing & Teacher Conference	
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Materials and Resources	Personal Narrative MELD Journal Personal Thesaurus Dictionary Thesaurus Peer Editing Graphic Organizer
Essential Question "Big Idea"	Revising "Taking a Fresh Look" at Narrative Essay
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Student will learn how to edit and revise essay. Students will work with a partner to edit essay Conference with teacher on narrative essay.
Instructional Strategies	<p>Modeling</p> <p>Be sure students are familiar with some revision techniques. Teacher will model the following revising strategies:</p> <ul style="list-style-type: none"> ● Skipping lines in their drafts will enable students to make changes and additions more easily. ● Students should not take time to erase on drafts. Instead, they should cross out unwanted words and use a carat (^) to add words and phrases.

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	<p><u>Independent Practice</u></p> <ul style="list-style-type: none"> ● Have students reread their stories and use the “Lucy Calkins” Checklist pg 190  <p><u>Conferencing</u></p> <ul style="list-style-type: none"> ● Individual students will need teacher conferencing during the proofreading stage. ● After peer and teacher conferencing, allow time for students to make changes to their drafts. Tell students that they will use their drafts and graphic organizers to continue to make necessary changes. <p><u>Wrap Up:</u> Conclude every MELD day with a summary of learning 1. Summarize today’s learning. “Today, we learned...” Return to the Big Idea Question by asking, “What are some of the of the changes you need to make by taking a fresh look again?” Use an appropriate DP to get students response. (Informal Assessment Opportunity)</p>
Academic Language	Revising Editing Conferencing

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	Day 8 Proofreading & Spell Check
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Materials and Resources	Personal Narrative MELD Journal Personal Thesaurus Dictionary Thesaurus Peer Editing Graphic Organizer
Essential Question “Big Idea”	Revising “Taking a Fresh Look” at Narrative Essay “Spell Check”
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Student will learn how to edit and revise essay. Students will work with a partner to edit essay Conference with teacher on narrative essay.
Instructional Strategies	<p>Modeling</p> <p>Teacher will model how to check for correct spelling</p> <ul style="list-style-type: none"> ● Have students look at their drafts and circle words that do not look correct. ● Model and have students use specific procedures to find the correct spelling. ● Did I begin each sentence with a capital letter? ● Did I begin each proper noun with a capital letter? ● Did I use correct end marks? ● Did I use commas correctly? ● Did I spell each word correctly? ● Did I use the right form for my letter?

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	<p><u>Independent Practice</u> Students will work independently reading their drafts and making correction for spelling.</p> <p><u>Conferencing</u></p> <ul style="list-style-type: none"> ● Individual students will need teacher conferencing during the proofreading stage. ● After peer and teacher conferencing, allow time for students to make changes to their drafts. Tell students that they will use their drafts and graphic organizers to continue to make necessary changes. <p><u>Wrap Up:</u> Conclude every MELD day with a summary of learning 1. Summarize today’s learning. “Today, we learned...” Return to the Big Idea Question by asking, “What are some of the of the changes you need to make after taking a fresh look again?” Use a appropriate DP to get students response. (Informal Assessment Opportunity)</p>
Academic Language	Revising Editing Proofreading Conferencing

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	Day 9 Proofreading & Dialogue
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Materials and Resources	Personal Narrative MELD Journal Personal Thesaurus Dictionary Thesaurus Peer Editing Graphic Organizer
Essential Question "Big Idea"	Revising "Taking a Fresh Look" at Narrative Essay "Dialogue"
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Student will learn how to edit and revise essay. Students will work with a partner to edit essay Conference with teacher on narrative essay.
Instructional Strategies	<p><u>Modeling</u> Teacher will model how to include dialogue inside of narrative. Model recognizing direct quotations. Explain that quotation marks show when a character begins and finishes speaking. Point out that words that are actually spoken by a character are called direct quotations.</p> <p style="text-align: center;"><u>Direct Quotations</u></p> <p>Write the following sentence on the board: "That would not be a good idea, he said. Point out that the quotation marks tell which words are actually spoken. The statement begins with "That" and ends with "idea." Circle the beginning and ending quotation marks. Underline the comma after the word "idea," and explain that a comma separates</p>

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a speaker's words from the explanatory words that identify the speaker. Note that the comma is placed inside the quotation marks. Point out that the first word in a direct quotation is always capitalized.

Indirect Quotations

Beneath the sentence on the board, write this sentence: **He said that would not be a good idea.** Ask students how the two sentences differ. Elicit the idea that the second sentence contains an indirect quotation. An indirect quotation does not include the exact words of the speaker, but it is a restatement of what the character says and often has the word that in it.

- Tell students to look for dialogue in some of the books and stories on display. Ask questions such as the following:
 - How can you tell when a character is speaking?
 - How can you tell when the speaker changes?
 - Who says the words in the first quotation on page ____? How do you know?
- Point out to students that quotation marks are used before and after direct quotations (the exact words of the speakers). Tell students that the quotation marks will usually come after the end punctuation.

Independent Practice

Students will look at the dialogue in their own stories and check to see if it is punctuated and capitalized correctly. Have them make appropriate changes.

Conferencing

- Individual students will need teacher conferencing during the proofreading stage.
- After peer and teacher conferencing, allow time for students to make changes to their drafts. Tell students that they will use their drafts and graphic organizers to continue to make necessary changes.

Wrap Up: Conclude every MELD day with a summary of learning

1. Summarize today's learning. "Today, we learned..."

Return to the Big Idea Question by asking, "What are any last minute changes that are needed in your essay?" Use an appropriate **DP** to get students response. (**Informal Assessment Opportunity**)

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Academic Language	Revising Editing Proofreading Conferencing
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	Day 10 Publishing & Presentations
Common Core Objective(s) CCSS Domain CCSS Standard	<p>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W4.3b Use dialogue and description to develop experiences and events.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
Materials and Resources	Personal Narrative MELD Journal Personal Thesaurus Dictionary Thesaurus Peer Editing Graphic Organizer
Essential Question "Big Idea"	Narrative Publishing and Presentation
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Completed Personal Narrative Essay
Instructional Strategies	<p><u>Independent Practice</u></p> <ul style="list-style-type: none"> • Students will publish their narrative essay. The publishing stage of the writing process involves students writing a final draft of their stories to be read and enjoyed by others. When students recopy their stories, they should pay particular attention to their revisions and editing changes. Final drafts should be neatly written in cursive and as error-free as possible. (Students may wish to illustrate their stories.) • Have students share their stories by reading them to peers, parents, and other adults.

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	<ul style="list-style-type: none"> Published copies of stories may be displayed in the classroom, in the hallways, or they may become parts of the classroom/school libraries. <p><u>Extension</u> Students may invite guest (administrator) inside of the classroom during the oral presentations.</p>
Academic Language	Revising Editing Proofreading Conferencing Oral Presentation

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