

BHAG

Learners' reading engagement will increase by learning skills through reading and writing personal narratives and implementing blended learning. Students can connect previously learned knowledge with new knowledge to make inferences about the world around them.

Stage 1 – Desired Results			
ESTABLISHED GOALS	<i>Transfer</i>		
Learners will know personal narratives.	<i>Students will be able to independently use their learning to...</i>		
Learners will be able to read and discuss others' narratives.	read books, use their imagination, and connect to the world around them.		
Learners will learn the literary elements of a story.	<i>Meaning</i>		
Learners will be able to transfer learned information from reading to writing their personal narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Reading and writing are connected ● One can create an exciting story using specific words ● Writing is a form of expression ● Writing can be creative ● Effective readers use appropriate strategies (as needed) to construct meaning from texts. ● Effective readers use efficient strategies to efficiently locate, integrate, and evaluate content from diverse sources for various purposes. ● Readers make meaning through a careful reading of the text(s) and personal connections to the topic. </td> <td style="width: 50%; vertical-align: top;"> ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do I determine the meaning of unknown words/ phrases/ concepts? ● How do authors develop ideas, characters, and events within the text? ● How do authors use language and stylistic choices to convey their meaning? ● What's the author's point of view? How does it influence author's message and reader's interpretation? </td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Reading and writing are connected ● One can create an exciting story using specific words ● Writing is a form of expression ● Writing can be creative ● Effective readers use appropriate strategies (as needed) to construct meaning from texts. ● Effective readers use efficient strategies to efficiently locate, integrate, and evaluate content from diverse sources for various purposes. ● Readers make meaning through a careful reading of the text(s) and personal connections to the topic. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do I determine the meaning of unknown words/ phrases/ concepts? ● How do authors develop ideas, characters, and events within the text? ● How do authors use language and stylistic choices to convey their meaning? ● What's the author's point of view? How does it influence author's message and reader's interpretation?
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Learners will use technological applications to publish short stories about themselves.			
Learners will be able to publish their narrative	<i>Acquisition</i>		
Learners will be able to publish their narrative	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i> <ul style="list-style-type: none"> ● Personal narratives ● Literary reading elements ● Figurative Language ● The Writing process ● How to write a hook ● How to make a conclusion ● How to organize their writing ● How to add important details </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Making inferences with their reading ● Writing complete sentences ● Incorporating figurate language in their writing ● Revising and editing their narratives ● Publishing their final product </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> ● Personal narratives ● Literary reading elements ● Figurative Language ● The Writing process ● How to write a hook ● How to make a conclusion ● How to organize their writing ● How to add important details 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Making inferences with their reading ● Writing complete sentences ● Incorporating figurate language in their writing ● Revising and editing their narratives ● Publishing their final product
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Stage 2 – Evidence and Assessment			
Evaluative Criteria	Assessment Evidence		
	PERFORMANCE TASK(S): <ul style="list-style-type: none"> ● Students will read four personal stories within three weeks. ● Students will analyze the reading by answering comprehension questions. 		

Learners will publish a final video using their Narrative and will use a rubric to evaluate students' writings.

- Students will use graphic organizers to show their brainstorming
- Students will have done other short stories about themselves that will prepare them for the final.
- Students will publish a final Personal Narrative.

OTHER EVIDENCE:

- Students will have drafts of their writing, a writing checklist, and peer editing and revising evidence.
- Students will record their favorite school memory on FLIP
- Students will name and describe their favorite food on word
- Teacher notes and log of student conferences

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

WHERE is the unit going and WHAT is expected

- Students will know that writing is a way of communication, reflection, and self growth
- Students will break down the meaning of Personal and Narrative then combine, what it means
- Students are expected to write their own Personal Narratives

HOOK and hold interest

Students will know that writing is all around them and can connect them to the world

EQUIP students, help the experience key ideas, explore the issues

- Students will read various personal narratives
- A Good Lie by Laurel Snyder
 - Students will write their favorite school memory
- Extraordinary, Ordinary People: A Memoir of Family by Condelezza Rice
 - Students will write about a person or moment that changed or inspired their life
- When I was Puerto Rican Prolou: How to Eat A Guava by Esmeralda Santiago
 - Students will write about their favorite food
- Small Steps: The Year I got Polio by Peg Kehret
 - Students will write about an experience that changed them
- Go over details that will make their writing more entertaining to read
 - Sensory Details
 - Cause and Effect
 - Timeline
 - Transition Words
 - Synonyms and Antonyms
 - Introduction Hook
 - Parts of a Paragraph
 - Concluding paragraphs
 - Grammar
 - Punctuation
 - Capitalization
 - Figurative Language
 - Simile and Metaphors
 - Personification
 - Alliteration
 - Onomatopoeia

RETHINK, REFLECT, REVISE

- Students will brainstorm on graphic organizer, write their own personal memories, and revise peers personal narratives by using comments and suggestions on Google Documents.

EVALUATE their work

Name: Leticia Cortez
Unit 1: Personal Narratives

Grade: 4th Bilingual
Subject: ELA

- Students will compare their work to a rubric and receive formal and informal feedforward from teacher and peers

TAILORED to various needs, abilities and interests.

- Students can work collaboratively in groups and one-on-one with the teacher based on their needs.

Organized-

- Students will use their time effectively at station rotations based on their needs. Students will have a rubric to self check expectations and compare to their Personal Narrative.

WHERE TO acronym that highlights key considerations:

W = Ensure that students understand **WHERE** the unit is headed, and **What** is expected.

H = **HOOK** all the students in the beginning and **HOLD** their interest throughout.

E = **EQUIP** students, help them Experience the key ideas and explore the issues.

R = Provide students with numerous opportunities to **RETHINK, REFLECT and REVISE** their ideas.

E = Allow students to **EVALUATE** their work with questions.

T = Be **TAILORED** to the individual talents, interests, styles, and needs.

O = Be **ORGANIZED** to optimize deep understanding as well as practical learning.

Questions need to be organized to help students to find the why it is essential to read.

Rubrics	
Personal Narrative Rubric	Personal Narrative Checklist