

# Narrative Writing

**building a Lego structure**

Characters	Setting	Narrator
Problem	Solution	Actions/Feelings

**W.4.3**  
Name: \_\_\_\_\_  
Write or sketch out your ideas.

## Narrative Brainstorming

EVENT:

What did you see?	
What did you hear?	
What did you feel?	
What did you smell?	
What did you taste?	

©Jan. April 2018

Write a fictional narrative about a sloth that can talk to people.

Write a fictional narrative about a puppy training to be a K9.

©Jan. April 2018

# What Teachers Say



"Excellent resource! Love how thorough the lesson plans are. It was extremely helpful in teaching narrative writing. Thank you!"

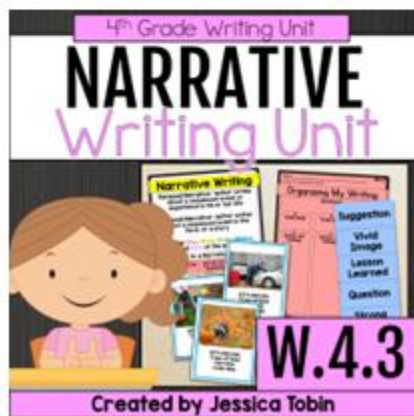
"I loved this resource. It is easy to use and the students were able to follow it. It kept them engaged in their writing."

"Amazing resource! It was easy to use and easy to implement in my classroom!"

"My students really liked this resource to work on their narrative writing and it helped breakdown the writing process and the various components of narrative writing."

# W.4.3

This ELA unit provides resources to use while teaching the standard **W.4.3**, which states that students will be able to **“Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.”**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 11 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20+ minutes for practice time.

### Prompts

- These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.

### Graphic Organizers

- These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.

### Writing Papers

- There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.

### Assessments

- There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.

# Mini Lessons

There are 11 mini lessons within this unit. These may take between 2 to 3 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities. **Here is a close-up of Lesson #1 + materials!**

The collage features several key documents:

- Lesson Plan:** A document titled "W.4.3 Lesson 1 Continued" with a focus on "I can write personal and/or fictional narratives." It includes a "Standards" section for W.4.3 and a "Materials" list.
- Student Examples:** Two handwritten notes. One reads: "Make sure to use the mallet to get the tent poles securely hammered into the ground. I used a tent peg, Dad called to me as I was about to hit the materials. I almost missed this." The other reads: "That shiny day was one of my fondest memories with Nana. Learning to make social graces. Next time I would like to..."
- Writing Guides:** A large yellow banner titled "Narrative Writing Pieces" lists the structure: Introduction, Big Event (Main Idea), Beginning of Event, Middle of Event, End of Event, and Conclusion. Below it, a white box titled "Narrative Writing" defines: "Personal Narrative- author writes about a sequenced event or experience in his or her life" and "Fictional Narrative- author writes about a sequenced event in the form of a story." It also lists "3 Parts to a Narrative Piece" with questions for each section: Introduction to Event, Body-Sequenced Events + Details, and Conclusion.
- Activity Cards:** Several cards with prompts like "a story about a time where you went cave diving with sharks" and "a story about a little girl whose father had to fight in the Civil War, while she took care of the family".
- Discussion Prompts:** Cards asking questions like "Why is it important for the author to add details to each event?" and "Why are conclusions important in a narrative writing piece?"
- Suggested Mentors:** A list of authors and books including Wilfrid Gordon McDonald Partridge, The Stranger, Pink and Say, The Empty Pot, Salt in His Shoes, and Owl Moon.

# Mini Lessons

Here's a quick glance at Mini Lessons #2, 3, and 4.

The image displays a collection of educational materials for 4th-grade writing lessons. The materials are organized into several categories:

- Lesson 2 Continued (W.4.3):** Includes a "Big Situation: memories with Mom" activity with illustrations of a family, and a "Topic: feeling sad" worksheet with bullet points: "-small moment", "-characters", "-narrator", "-setting".
- Lesson 3 (W.4.3):** Features a "Narrative Writing" worksheet with a "Small Moments That Help" section, and a "building a Lego structure" worksheet with a grid for "Characters", "Setting", "Narrator", "Problem", "Solution", and "Action/Feelings".
- Lesson 4 Continued (W.4.3):** Includes a "Sequencing Events #1" and "Sequencing Events #3" worksheet, and a "Paragraph Sequencing" worksheet with a grid for "Paragraph 1", "Paragraph 2", "Paragraph 3", and "End of Text".
- Other Worksheets:** "The Body" (writing a story), "Strong L" (writing a letter), "Ask a Question" (writing a question), "Use Onomatopoeia" (writing onomatopoeia), "Quote or Dialogue" (writing dialogue), and "Vivid Description of Feelings" (writing a description).
- Additional Resources:** A "Suggested Ment" section with a "FOCUS: NARRATIVE" and a "Writing Introduction" section with a "Writing Introduction" title.

# Mini Lessons

Here's a quick glance at Mini Lessons #5, 6, 7, and 8.

**4th Grade Writing Lesson**  
W.4.3 lesson 5 C  
In narrative writing, the use of dialogue shows...  
This can happen throughout the introduction, during the sequence of events, or as part of your conclusion.  
When you use strong verbs...

**Dialogue Hub**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
How it helps the story:

**Strong Dialogue Writing**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
How it helps the story:

**Paragraphs with Dialogue**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Transition Words**  
For the beginning: once, first, one day, first of all, it all started, it began.  
For the middle: then, later, next, meanwhile, all of a sudden, afterward, also, four later.  
Use them to show the flow of the sequence of events.

**Suggested Mentor Texts**  
FOCUS: NARRATIVE WRITING  
Wilfrid Gordon McDonald Partridge by Mem Fox  
The Stranger by Chris Van Allsburg  
Pink and Say by Patricia Polacco  
The Fantastic Flying Books of Mr. Morris Lessmore by William Joyce  
When I Was Young in the Mountains by Cynthia Bryant  
Mrs. Malabarba by Judy Fichtelberg

**Using Transition Words**  
all of a sudden  
afterward  
two hours later  
not long after

**Investigate**  
injury  
competitions  
scene  
accurate  
misadventure

**Boring Description**  
I played at the...  
I went to the...

**Adding Concrete Detail**  
If you had extra time...  
I felt more nervous than ever.  
We walked up the hill to see the hidden lake bridge.

**Narrative Conclusions**  
In narrative writing, conclusions give a closure and wrap up the piece.  
First, you should restate the event and give a personal response.  
Then, wrap the piece with a strong ending sentence.  
Strong Ways to End:  
-Strong Feelings  
-Give a Suggestion  
-Ask a Question  
-Vivid Image  
-Lesson Learned  
-Hope or Wish

**End with a question.**  
**End with a suggestion.**  
**End with feelings.**  
**End with a lesson learned.**  
**End with hope or wish.**

**CONCLUSIONS**

**Writing Conclusions**  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Cathy, Conclude.  
Cathy, Conclude.  
Cathy, Conclude.  
Cathy, Conclude.  
Cathy, Conclude.  
Cathy, Conclude.  
Cathy, Conclude.

# Practice Writing

After the scaffolded lesson plans, there are extra mini lessons that gives students a guided practice through their writing. The teacher will guide them through a mini lesson including a review, prewrite, and drafting.

The image displays a collection of educational materials for 4th-grade narrative writing. The materials are organized into several sections:

- Lesson Plans:** Multiple copies of a 4th-grade writing lesson plan for standard W.4.3. The lessons are structured into five paragraphs, each with specific steps and objectives.
- Writing Prompts:** Three distinct prompts are featured:
  - "Write a narrative about the day you were proud of"
  - "Write a narrative about a time you were proud of"
  - "Write a fictional narrative about a boy and a dog who are best friends"
- Narrative Brainstorming:** Worksheets titled "Narrative Brainstorm" that include a "Big Moment" box and a "Small Moments That Happened (Actions/Feelings)" section.
- Drafting Guides:** Worksheets titled "Narrative Draft" and "Narrative Draft Continued" that provide a structured format for writing, including sections for "Paragraph 1 (Start of Event)", "Paragraph 2 (Beginning of Event)", and "Conclusion".

# Extra Prompts

You're also provided with **prompts** that will help give students practice.

Write a personal narrative about a time you helped someone.

Write a personal narrative about a time you needed a lesson.

Write a personal narrative about a time you used a growth mindset at school.

Write a personal narrative about a time you used a growth mindset at home.

Write a personal narrative about a time you were worried.

Write a personal narrative about a birthday party you attended.

Write a personal narrative about a special memory.

Write a fictional narrative about a boy training to be a superhero.

Write a fictional narrative about a boy whose dad came home from a war.

Write a fictional narrative about a sloth that can talk to people.

Write a fictional narrative about a firefighter saving an entire family.

Write a fictional narrative about an astronaut who got too far from his shuttle.

Write a fictional narrative about two penguin best friends.

Write a fictional narrative about a puppy training to be a K9.

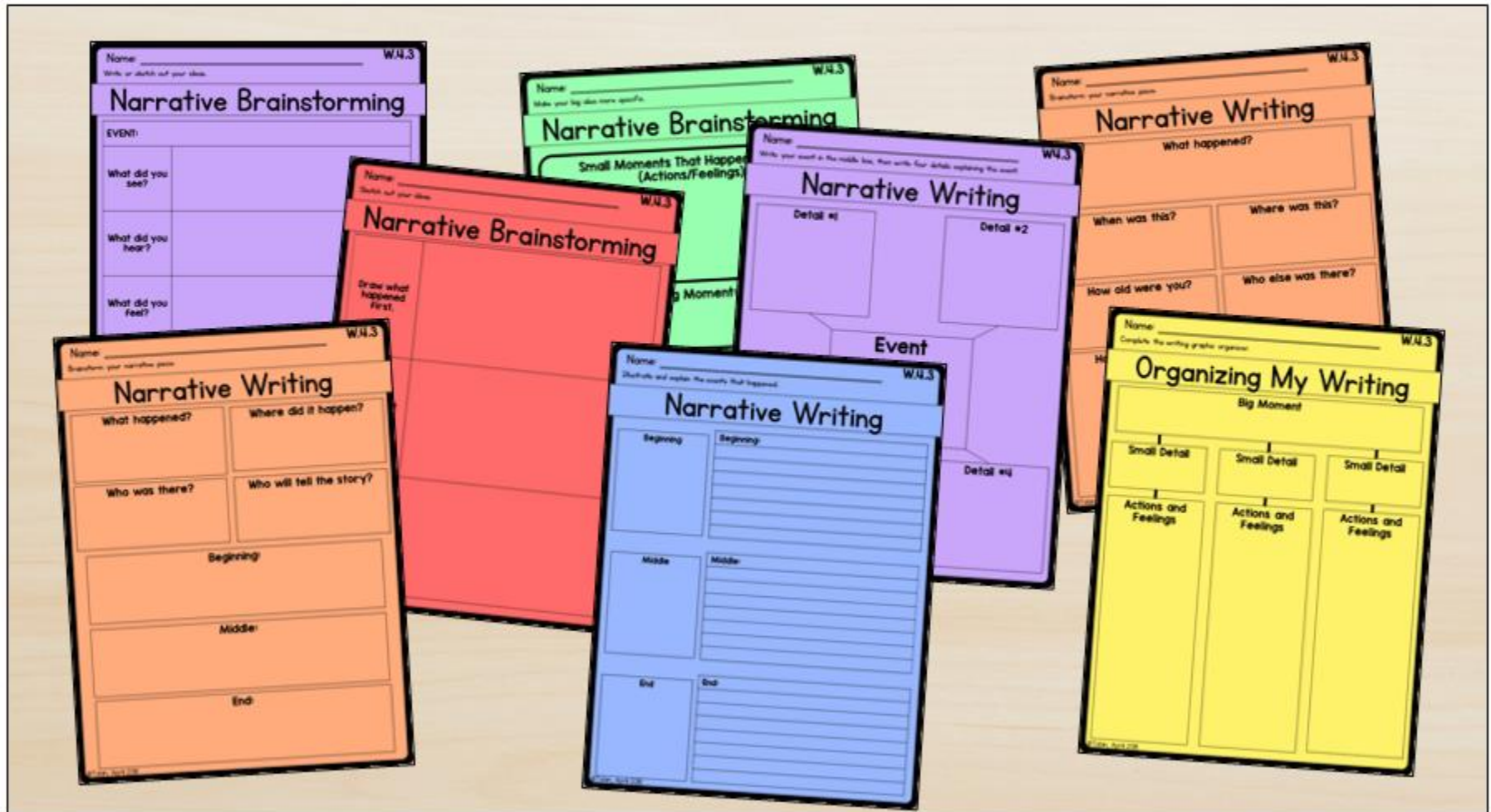
Write a fictional narrative about a T-Rex and a pterodactyl working to save their land.

Write a fictional narrative about a boy whose dad came home from a war.

A sheet of lined paper with a yellow pencil resting on it.

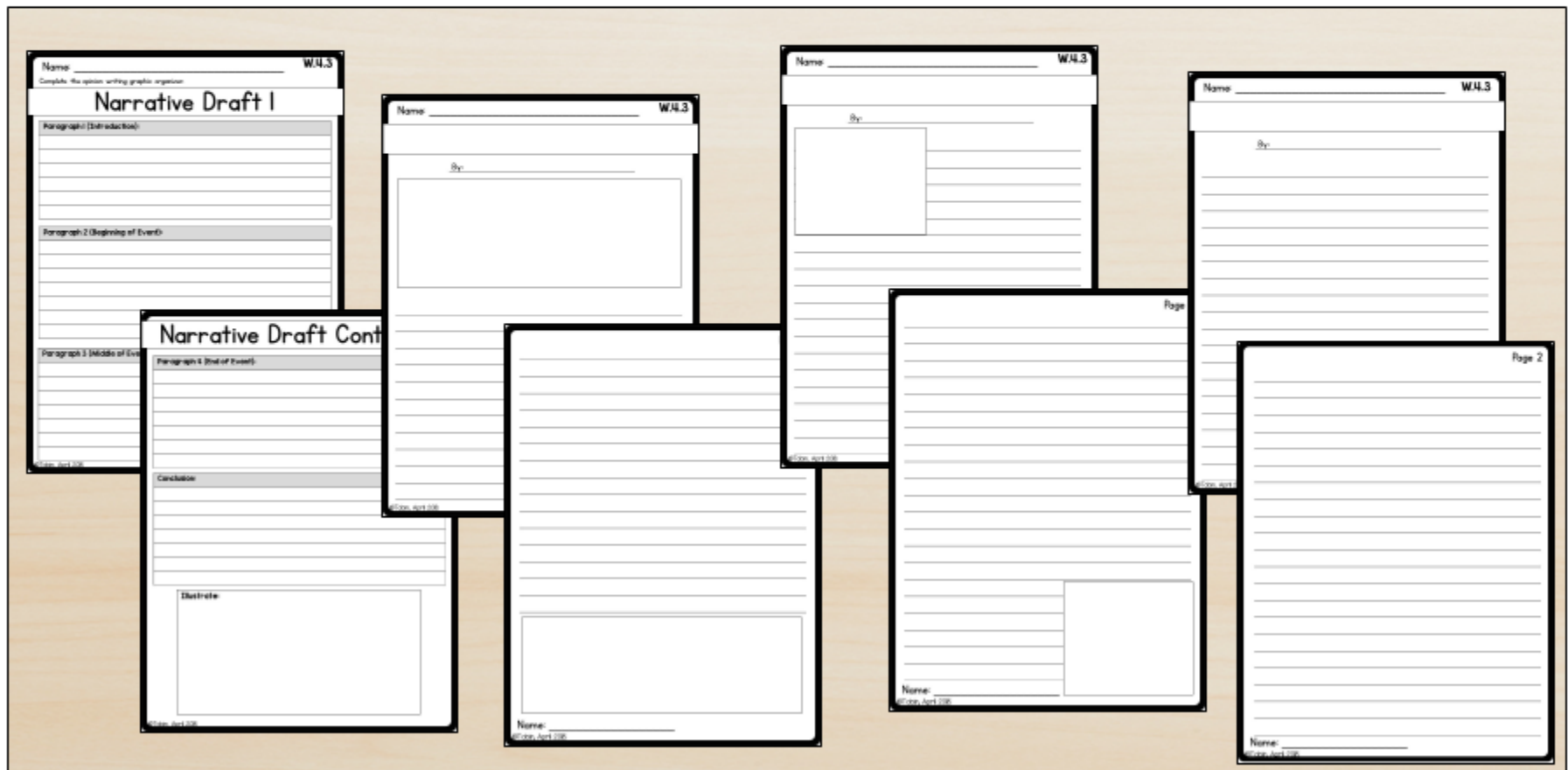
# Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



# Extra Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary and intermediate lines, plus three options of illustration box sizes.



# Rubrics & Self-Assessment

You're also provided with rubrics, teacher tracking pages, and a self-assessment that you can use to help your students assess themselves and you assess your students' work.

The image displays three educational worksheets:

- My Self-Assessment (W.4.3):** A blue worksheet with a pencil icon. It features a grid of 10 self-assessment items, each with a star icon. The items include:
  - I introduced my story and narrator for my reader.
  - I recounted a sequenced and well-elaborated event(s) or experience.
  - I added dialogue and detail, such as actions, thoughts, and feelings.
  - I used concrete words and sensory details to convey the events in my story.
  - I used transition words and phrases to help my story.
  - I provided a sense of closure.
  - I used phonetic spelling as best as I could.
  - I followed sentence rules with correct word spaces and punctuation.
 Each item has a star icon for marking progress. A 'My Score:' field is at the bottom.
- Narrative Writing Rubric (W.4.3):** A yellow worksheet with a pencil icon. It is a table with 10 rows (Topic Intro, Events, Dialogue and Details, Concrete and Sensory Details, Temporal/Transition Words, Closure, Spelling) and 5 columns (0, 1, 2, 3, 4). Each cell contains a description of the student's performance level. For example, for 'Topic Intro', level 0 is 'Student gives no attempt to introduce the story' and level 4 is 'Student carefully draws the reader into the story with an introduction'. A 'Student Score:' field is at the bottom.
- Narrative Writing Pieces:** A yellow tracking sheet with a pencil icon. It has a header for 'Date of Piece' and a table with columns for 'Student Name', 'Subject/Topic', 'Sequence of Events', 'Dialogue and Detail', 'Concrete/Sensory Detail', 'Transition Words', 'Sense of Closure', and 'Total Score'. The table is mostly empty, ready for data entry.

# Digital Additions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers

