

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with dark brown soil. On the left, there is a green tree, a purple flower, and an orange flower. A small red bird is flying in the sky. The background consists of layered blue and white hills under a light blue sky.

Unit 1, Lesson 3

Personal Narratives



LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (35 min.)			
Discuss the Text	Whole Group	15 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Page 3.1
Introduce Cause and Effect	Whole Group	10 min.	
Cause and Effect in the Text	Independent	10 min.	
Writing (35 min.)			
Brainstorming	Independent	15 min.	<input type="checkbox"/> Activity Pages 3.2, 3.3
Writing about Cause and Effect	Independent	20 min.	
Speaking and Listening (20 min.)			
Predicting Effects	Partner	20 min.	<input type="checkbox"/> Activity Page 3.4

Lesson 3

Common Core Standard: **RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

W.4.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SL.4.1 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.

Objective: **I can explain how and why a character in the text changed. (cause and effect)**

I can use cause and effect text structure to write a paragraph about someone who changed me.

I can make predictions based on listening to my classmates' narratives.

Reading

(35min total.)

Common Core Standard: RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Objective: I can explain how and why a character in the text changed. (cause and effect)

Discuss the Text

(15 min.)

- Have you heard of Condoleezza Rice?
- If you know anything about her, share with the class.
- I will read a biographical introduction about her to you. (next slide)

Excerpt from Extraordinary, Ordinary People: A Memoir of Family

Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir *Extraordinary, Ordinary People: A Memoir of Family*

VOCABULARY

Core Vocabulary

anticipation, n. expectation, a feeling of looking forward to something

unique, adj. one of a kind

implications, n. suggestions

sermon, n. a serious speech on a moral issue, often given in church

pulpit, n. a platform in church from which the minister speaks

feminist, n. someone in favor of equal rights for women

Literary Vocabulary

structure, n. the basic way a story or essay is organized

Read in Pairs

Read Chapter one – Reader Pages 7–10 – in pairs.

What is a character trait?

What are some character traits you would use to describe the mother and father in Condoleezza Rice's personal narrative?

Introduce Cause and Effect

10 min.

Other text structures added as part of backwards design

A text's structure refers to the way a story or essay is organized.

There are many ways to structure a story. You have seen many of these multiple times. We will review those today.

What is Text Structure?

Let's break down the **term** Text Structure.

- What is a **text**?

- A **text** is the actual wording of anything written or printed. Some examples include: Books, Articles, Text Messages, and/or Poems.

- What is a **structure**?

- A **structure** is how something is built or organized.

Think Aloud



Hmmm...so if I combine the definitions of text and structure, I should be able to understand what text structure is.

Text + Structure = Text Structure

- Text Structure is how a **story or text** is **built/organized**.
- Depending on the author's purpose for writing the text, he/she will organize it differently.
- Understanding text structure can help the reader to better understand the text.
- Knowing an author's text structure helps readers to better monitor their understanding of the text.

Think Aloud



The most important thing to remember is that text structure is the way that authors organize information in a text.

Building 1: Description

The Blueprint

- The author **explains** a topic, idea, person, place, or thing.
- The author lists characteristics, features, and examples.
- It usually opens with a **main idea** and is followed by **supporting details**.

The Fine Print (Clue Words)

- For example
- For instance
- Specifically
- In addition to
- Most important
- Furthermore
- To illustrate
- Lots of adjectives and descriptive language.

Description Text Example

Found on the sea ice of the Arctic Ocean, polar bears are classified as marine animals. These animals are very large, weighing anywhere between 800 to 1,300 pounds. Their white fur allows them to blend in with the ice, which they can use to disguise themselves. They have a thick layer of body fat known as blubber and a water-repellant coat. These two adaptations allow these animals to stay warm in this very cold climate. Polar bears also have sharp claws that allow them to hunt for food and protect themselves in this environment. Their diet mainly consists of seals because they need large amounts of meat to survive.

Think Aloud



I know that the text structure description is used to describe things. The example given was used to describe a polar bear! The author used many adjectives and helped me to paint a picture of what a polar bear looks like. It was like I could see a polar bear in my head.

Building 2: Chronological Order (Sequence)

The Blueprint

- The author **presents events in order from** beginning to end.
- This text structure can be used by the author to **explain how to do something**.

The Fine Print (Clue Words)

- First
- In the beginning
- To start
- Before
- Next
- During
- After
- Then
- Finally
- Last
- In the middle
- In the end

Chronological Order/Sequence

Text Example

Bears do many things to get ready for the winter. As the weather starts to change, bears begin to store up food for the winter. The bear then **begins** to eat and drink excessively to build up fat for hibernation. Some bears eat as many as 15,000-20,000 calories a day. **Next**, the bears go through **hyperphagia**. **During** this process their heart rate slows and they begin to sleep for up to 22 hours a day. **After this stage**, hibernation begins. **During** hibernation, the bear's heart rate slows down even more. They take a breath only once every 45 seconds. They do not eat or drink anything during this process. **The final stage** that the bears experience during this period is walking hibernation. This lasts for about 2 or 3 weeks. **After this process** the bears return to normal. They continue their normal activity until the summer months. When winter comes, the **process** repeats.

Think Aloud



I know that the text structure sequence is used to put things in order. The example given was used to sequence the steps that a bear takes during hibernation! The author used many time order words like Next, During, and the Final Stage to sequence the events.

Building 3:

Problem & Solution

The Blueprint

- The author presents a **problem** or **multiple problems** with a **solution** or **multiple solutions**.

The Fine Print (Clue Words)

- Problem
- Solution
- Issue
- Cause
- Since
- Consequently
- Therefore
- As a result
- Because of
- Leads to
- Due to
- Resolved
- Solve
- So
- Then

Problem & Solution

Text Example

Usually bears do their best to avoid humans because they are shy animals. **Problems** arise, however, when they become attracted to human food or garbage. Bears will visit camp grounds and other touristy areas to try and get their paws on the food. This can create **issues** for humans who are not equipped to deal with the bears. Bears may also lash out when they are surprised by people on their trail. If you are ever approached by a bear, there are several things you can try to make the bear go away. You can stand and face the bear directly (do not run away). While standing, make yourself look as big as possible. This can be done by spreading your arms or using a coat. Making as much noise as possible can also make the bear go away. Banging on pots or pans is a great way to do this. If the bear continues to approach you, spray the bear with bear spray and fight back if you need to. After the bear is gone, remove whatever attracted him to your campsite in the first place. Remember that the goal is to make it to a safe area to avoid any real damage.

Think Aloud



I know that the text structure problem & solution is used to discuss things that are problems and possible solutions to that problem. The example given was used to discuss the problems that humans may have with bears. Keywords like issues and problem helped me to figure this out.

Building 4:

Compare & Contrast

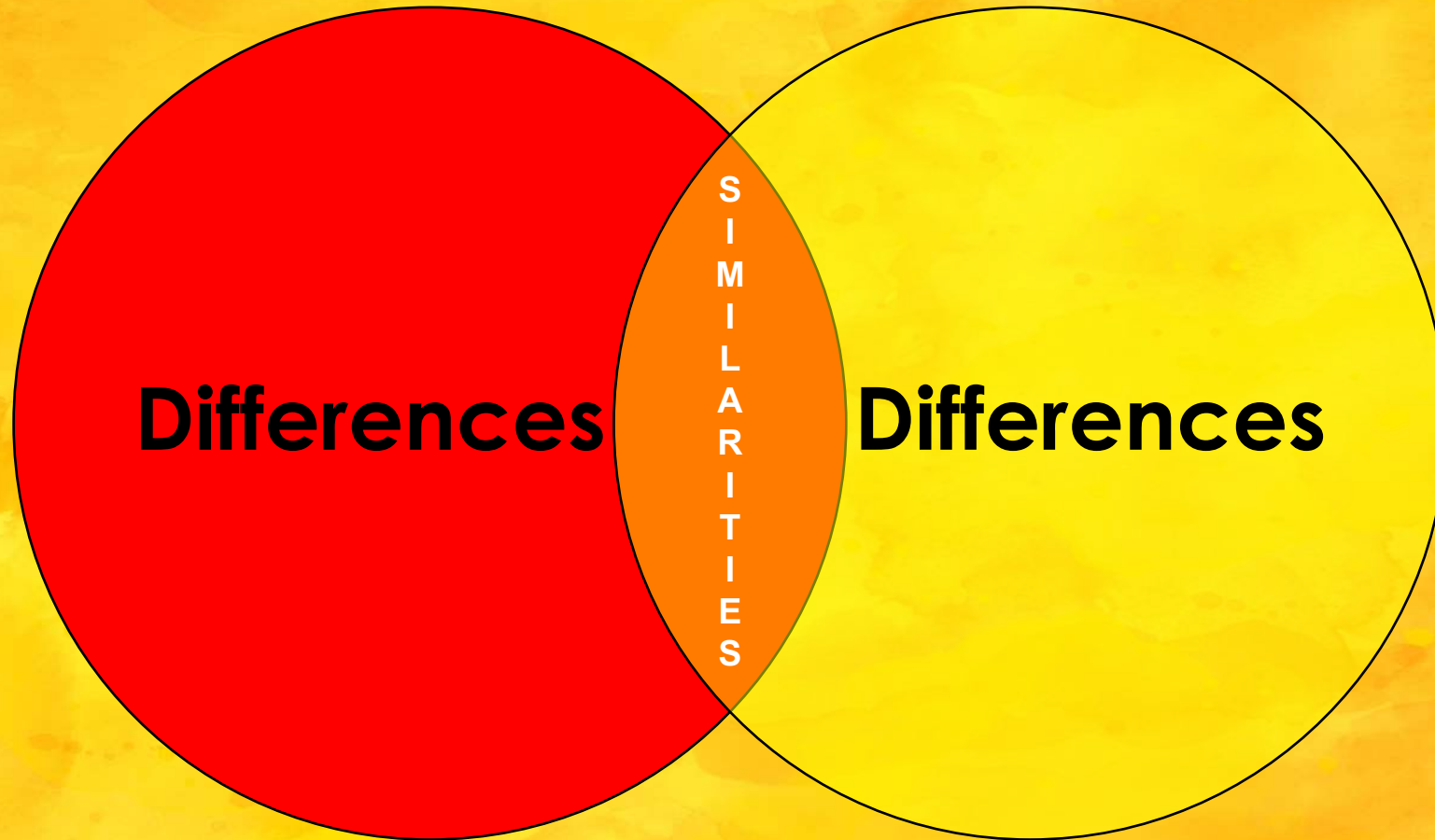
The Blueprint

- The author shares **similarities** and **differences**.
- The author uses **comparisons** to describe ideas to readers.

The Fine Print (Clue Words)

- Similar
- Alike
- Same
- Just
- Like
- Both
- Different
- Unlike
- While
- In contrast
- On the other hand...

Compare & Contrast Graphic Organizer



Compare & Contrast

Text Example

There are many **similarities** between polar bears and black bears. The most obvious **similarity** is that they are **both** bears. **Both** of these species of bears have sharp claws with five toes. They use these claws to hunt for food. **While** polar bears hunt for seals, the black bears usually hunt for frogs. This probably has a lot to do with what can be found in their habitats. Polar bears are found in snowy environments, **while** black bears live in the woods. They **both** do make a den in these environments. **Both** of these animals have a keen sense of smell. They will use this sense of smell to sniff out food, which can sometimes present a threat to humans. These animals are attracted to human food and trash, so if humans do not clean up behind themselves it could pose a problem. Learning about both of these animals can prove to be helpful for all students.

Think Aloud



I know that the text structure compare & contrast is used to tell how things are different and the same. The example given compares & contrasts polar bears and black bears . The author used many words like similar, both, and while to describe how these two types of bears are alike and different.

Building 5:

Cause & Effect

The Blueprint

- The author describes events and identifies **reasons (causes) why** something happens.
- The **cause** is **why** something happens.
- The **effect** is **what** happens.

The Fine Print (Clue Words)

- Since
- Because
- If
- Due to
- As a result
- So
- Then
- Leads to
- Consequently
- Therefore

Cause & Effect Text Example

Global Warming is an interesting concept. The earth is currently getting warmer, and as it gets warmer many things will happen **as a result**. The water cycle will speed up and **cause** more rain, droughts, wildfires, and extreme heat waves. Likewise, the arctic ice will melt sooner and faster. The oceans will also warm **causing** sea levels to rise more quickly, which may **cause** flooding and/or water contamination. Glacier ice around the earth will also melt. It is important that we pay attention to Global Warming because it could potentially change the way we live life on Earth. It could also present a danger to the polar bear population. With the melting of the glacier ice, polar bears are having to walk longer distances to find a place to rest and find food. **Consequently**, there has been a huge decline in the polar bear population. Scientists are searching for new ways to protect this species from the **impact** of global warming.

Think Aloud



I know that the text structure cause & effect is used to describe why and how something happens. The example given was used to describe the causes and effects of Global Warming. The author uses words like cause and as a result to describe why Global Warming is happening and it's potential effects.

Focus: Cause and Effect

10 min.

What do you think cause and effect means?

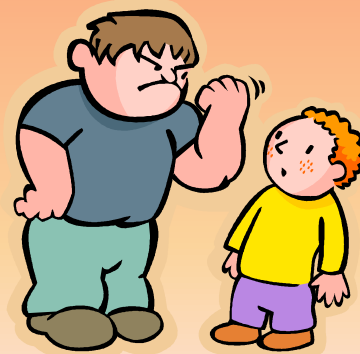
Let's think about each word separately.

A cause is what makes something happen. To find the cause, you need to ask yourself , “What happened first?”.

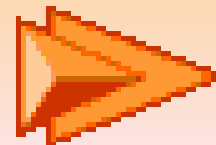
An effect is what happens because of something else (the cause). To find the effect, you need to ask yourself, “What happened second?”.

The boy was grounded because he wasn't on green at school.

What happened first? The boy wasn't on green at school.
(This is the cause)



What happened second? The boy was grounded. (This is the effect)



“A Good Lie”

Think back to “A Good Lie.” What are some causes and effects from that narrative?

Possible answers:

Cause: Narrator wets the bed. Effect: Lily lies about also wetting the bed.

Cause: Lily lies to protect narrator. Effect: Narrator is not shamed.

Cause: Lily takes a risk to be a good friend. Effect: Narrator is inspired to try to be a kinder, more generous friend.

The effect in the last example is that a character (the narrator) changes. Personal narratives are often structured around a **change in character**. Sometimes the narrator changes; other times the narrator sees another character change.

The cause is usually the main event.

- What is the main event in Condoleezza Rice's essay?

Activity Page 3.1

10 min total

Reading for Cause and Effect

With your partner, reread chapter one of *Extraordinary, Ordinary People: A Memoir of Family* and write down all the examples of cause and effect you see in the passage.

Activity Page 3.1

- Does the author use chronology to structure the passage?
- What other structure does the author use?
- Each pair will now share the causes and effects you found while reading. I'll write our answers here.

Check for Understanding

- What are some cause and effect examples from common fables and fairy tales?

Writing

35 min. total

- **W.4.3a** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Objective: I can use cause and effect text structure to write a paragraph about someone who changed me.

Brainstorming

15 min.

- You will now apply what you learned about cause and effect text structure to write about a memory of your own.
- Let's go to activity page 3.2 and read the directions.
- You will have 5 min. to complete.

Brainstorming

Condoleezza Rice's birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.

Begin by brainstorming experiences you might write about. List them in the chart below.

Person	Change

Writing about cause and effect 20min.

Activity Page 3.3

Writing about Cause and Effect

Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).

Begin by jotting down some notes to help organize your writing:

Cause (what the first person did):

Effect (how the second person changed):

What happened:

Paragraph:

Check for Understanding

1. Charlene practiced pitching a softball every day for 3 weeks. What could be the effect?
2. Amy slept late this morning. What could be the effect?

Speaking and Listening

20min.

SL.4.1 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.

Objective: I can make predictions based on listening to my classmates' narratives.

Activity Page 3.4

We will divide up into pairs to identify cause and effect in each other's writing.

Predicting Effect

When you write using cause and effect structure, your reader may be able to predict the effect, as the cause is explained.

Try this with your paragraphs. Read the part of your paragraph that describes "cause" to your partner, but do not read the part that describes "effect."

After you both have read, try to predict your partner's ending by answering the following questions about your partner's paragraph and listing your evidence.

1. I believe _____ will change by:
2. The evidence in the paragraph for this is:

After answering the questions, share your last sentence with your partner. Did they predict the effect you wrote about? Did they predict another effect that is also true?

Check for Understanding

Let's share some of our cause and effect examples.

Reflection

- *What did you learn today?*
- *Remember, identifying cause and effect is a good planning tool.*