

Curriculum Map

Personal Narrative

Writers Workshop

Grade One

Holyoke Public Schools

America's Choice

Revised 2008

Revised 2009

Mary Curro

Academic Coordinator for Kindergarten

*Curriculum Map prepared by Holyoke Public School Staff
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*Mary Curro, Academic Coordinator for Kindergarten
Dorothy Jarry, District Reading Coordinator
Joan Holloway, Literacy Coach*

Personal Narrative Genre Study for Grade One

“I write because I want to. I write because the stories are inside me and they want to come out. I don’t always enjoy writing, because it’s hard work. But if I don’t write, I get this awful feeling of being all stuck up and turning into concrete inside. When I start writing and everything comes flowing out, I feel looser and more relaxed.”

Pamela Lloyd, *How Writers Write*, 1987
From NCEE, *Personal Narrative: Telling Our Stories*, 2003

The first genre study for first grade is Personal Narrative: Telling Our Stories. During this study, children begin discovering and telling the authentic and complex stories from their lives (***Personal Narrative: Telling Our Stories, America’s Choice, 2005***). This standards based unit of study addresses Massachusetts Curriculum Frameworks/ELA Standards, MA ELPBO/English Language Proficiency Benchmarks and Outcomes, and NCEE Performance Standards.

The Personal Narrative Study builds on the skills taught in the kindergarten study of narrative and further develops the following elements of writing:

- Choosing a topic from their own lives
- Illustrating and writing personal narratives
- Connecting talk to writing
- Creating stories with beginning, middle, and end
- Creating stories with a clear sequence of events
- Crafting stories with details, dialogue, and character
- Brainstorming, drafting, revising, and editing stories with support
- Publishing drafts into finished stories

Before beginning this unit, students should be familiar with and be able to implement the Routines and Rituals of Writers Workshop and should understand that print carries meaning. First grade students will read and listen to a wide variety of quality literature that demonstrates the qualities of narrative writing. They will learn to apply narrative elements and author’s strategies to their own writing. Modifications will need to be made for ELL students to make sure that vocabulary used in the genre study is introduced and reinforced on an ongoing basis.

Teacher modeling of writing strategies using his/her own stories and thinking aloud about the writing strategies is crucial to the implementation of this genre study both in terms of drafting as well as in demonstrating craft and revision. The teacher will serve at the expert writer who both models and writes with children as she/he instructs them in the writing process.

Students will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. Students will create a collection of drafts which will be used to try various writing strategies. The teacher will also maintain an ongoing writing folder of his/her models of writing and pieces of children's work to use as samples during instruction. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good writing. New strategies will be added on as taught and former strategies reviewed as necessary. During this unit, students will work on developing a rubric on the structure and organization of narrative writing. They will use this rubric to guide their revision process.

America's Choice has developed Five Essential Practice to support the literacy needs of ELL learners. These strategies, based on current research on second language acquisition and literacy should be incorporated into instructional practice in all classrooms with ELL students.

Five Essential Practices for ELL Learners (*America's Choice, Teaching English Language Learners, Literacy*)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document. Strategies for teaching ELL students have been included as part of good teaching practice in maps. They are noted by italics such as : *Students may use language frames such as "That reminds me of _____." or "I liked _____." to enhance discussion.* Please note that these strategies are good practice for all learners.

MA Curriculum Frameworks/ ELA Standards

Personal Narrative, Grade 1

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

Reading and Literature Strand

- 7.3 Recognize letter-sound matches by naming and identifying each letter of the alphabet.
- 7.4 Demonstrate understanding of the various features of written English:
 - understand that spoken words are represented in written English by sequences of letters
 - match oral words to printed words
 - recognize that there are correct spellings for words
 - use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
 - recognize the distinguishing features of a sentence (*capitalization, end punctuation*) and a paragraph (*indentation, spacing*)
- 7.5 Demonstrate orally that phonemes exist:
 - generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
 - use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (*as in star*) to read words
- 7.6 Recognize common irregularly spelled words by sight (*have, said, where*).
- 7.7 Use letter-sound knowledge to decode written English
 - decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words
 - read accurately many irregularly spelled words, special vowel spellings, and common word endings
 - apply knowledge of letter patterns to identify syllables
 - apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
 - read words with several syllables
 - read aloud with fluency and comprehension at grade level.
- 8.2 Retell a main event from a story heard or read.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.

- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.5 Write or dictate stories that have a beginning, middle, and end.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics such as
- printing upper- and lower-case letters legibly and using them to make words
 - separating words with spaces
 - understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates
 - using correct spelling of sight and/or spelling words
 - using appropriate end marks such as periods and question marks.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.

**English Language Proficiency Domains and General Learning
Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

NCEE Performance Standards

Personal Narrative Writing, Grade 1

Writing Standard 1/Habits and Processes

Children are expected to:

- Write daily
- Generate content and topics for writing
- Reread their work often with the expectation that others will be able to read it
- Solicit and provide responses to writing
- Revise, edit, and proofread as appropriate
- Write without resistance when given time, place and materials
- Apply a sense of what constitutes good writing
- Polish at least 10 pieces during the year

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Evidence a plan in their writing, including making decisions about the sequence of events
- Develop a narrative or sequence containing two or more appropriately sequenced events
- Incorporates drawings or diagrams into written text as well as gestures and intonations with oral retellings
- Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure
- Imitate narrative elements from literature heard or read
- Begins to recount not just events but reactions to events

Writing Standard 3/Language Use and Conventions

Style and Syntax

- Vary sentence openers
- Use a wide range of syntactic patterns
- Embed literary language where appropriate
- Mimic language from various genres heard or read

Vocabulary and Word Choice

- Produce writing that uses the full range of words in speaking vocabulary
- Select a more precise word when prompted
- Use words newly learned from texts read or heard

Spelling

Produce writing that contains a large proportion of correctly spelled high frequency words

Write text with unfamiliar words represented phonetically

Draw on a range of resources for deciding how to spell unfamiliar words including: segmenting, sounding out, and matching to familiar word parts

Automatically spell some familiar words and word endings correctly

Punctuation

Demonstrate interest and awareness by approximating the use of punctuation

Use punctuation accurately and sometimes use conventions borrowed from an author for emphasis

**NCEE Performance Standards
Personal Narrative
Speaking and Listening, K-1**

Speaking and Listening, Standard I, Habits**Talking a Lot**

Talk about their ideas, experiences and feelings

Share and talk about what they are reading

Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate

Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting**Genres****Narrative**

Independently give a detailed narrative account of an experience.

Engage the listener's attention directly or indirectly before going into full account.

Orient the listener to the setting.

Develop characters by portraying themselves as one or by talking about another character's goals and motivations

Build sequence of events and comment on how they were resolved.

Mark end of story

Speaking and Listening, Standard III/Language Use and Conventions**Rules of Interaction**

Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Vocabulary and Word Choice

Build word maps that show the relationship between words, placing newly acquired words in relevant categories

NCEE Performance Standards

Personal Narrative

Reading, Gr. 1

While the primary emphasis of the Narrative Genre Study is writing, reading and writing go hand in hand. The following reading standards will be integrated into writing lessons as a natural part of beginning literacy.

Reading Standard 1/Print Sound Code (continue to develop from K)

Knowledge of Letters and Sounds

Recognizes and names most letters

Recognizes and says the common sounds of most letters

Writes a letter that goes with a spoken sound

Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence

Phonemic Awareness

Separate sounds by saying each sound aloud

Blend separately spoken phonemes to make a meaningful one syllable words

Reading Words

Know the regular letter sound correspondences and use them to figure out regularly spelling one and two syllable words

Use onset and rimes to create new words that include blends and digraphs

Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words

Read simple text containing familiar letter sound correspondences and high frequency words

Recognize about 150 high frequency words

Reading Standard 2/Getting the Meaning

Accuracy

Read Level I books that have been previewed with 90% or better accuracy.

Fluency

Read aloud independently from Level I books that have been previewed using intonation, pauses, and emphasis to signal sentence structure and text meaning

Use punctuation cues – commas, periods, question marks – as guides to get meaning and read fluently

Self Monitoring and Self Correcting

Notice whether words sound right.

Notice whether words make sense in context

Notice when sentences do not make sense

Solve reading problems and self correct using the following strategies:

Using syntax and word meaning clues

Comparing pronounced sounds to printed letters

Gathering context clues from surrounding sentences and pictures

Deriving new words by using known words and word parts

Check solution against knowledge of print sound correspondences and text meaning

Comprehension

When reading independently

- Retell the story
- Tell what the book is about
- Describe what new information has been gained from text
- Answer comprehension question similar to those for kindergarteners

When read to

- Extend the story
- Make predictions about what might happen next
- Talk about the motives of characters
- Describe the causes and effects of certain events

Reading Standard 3/Reading Habits

Independent and Assisted Reading

- Read 4 or more books daily, either independently or with assistance
- Discuss at least one book daily with another student or group
- Read favorite books many times, gaining deeper comprehension
- Read functional classroom messages

Being Read To

- Hear 2 to 4 books or other texts read aloud daily
- Listen to and discuss at least one book or chapter daily that is more difficult than they can read independently or with assistance.

Discussing Books

- Demonstrate comprehension skills during discussion of text
- Compare two books by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending claim
- Politely disagree when appropriate
- Ask others questions to elaborate or justify
- Attempt to explain why interpretation is valid

Vocabulary

- Make sense of new words
- Notice and show interest in understanding unfamiliar words in text
- Talk about meaning of new words encountered
- Know how to talk about what words mean in terms of function
- Learn new words daily from talk and books read aloud

Section I: Getting Started

Lessons 1 – 4

1. Finding Our Stories

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Talk about their ideas, experiences and feelings

Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate

Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

Independently give a detailed narrative account of an experience

Engage the listener's attention directly or indirectly before going into full account

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, making decisions about sequence of events

Develop a narrative containing two or more appropriately sequenced events

Students will discover stories in their own experiences.

Opening

- Teacher will model telling a personal story that has a clear beginning and end, includes several events, and includes dialogue.
- Teacher will model recording the personal story with words and illustrations.
- *Students will share personal story ideas orally.*
- *As students share ideas about stories, teacher will facilitate discussion about how writers borrow ideas from each other.*
- Teacher will record ideas on attribute chart, ***Habits of Good Writers.***
(*See Personal Narrative: Telling Our Stories, p. 19*)

Work Period

- *Children will draw pictures of own story ideas and tell stories to a partner.*

Closing

- Students will share stories in small groups
- Teacher will save drawings and display on ***What Writers Write About*** chart.

Work Products:

Teacher modeled story, students' drawings of personal stories, ongoing attribute chart, ***What Good Writers Do, What Writers Write About*** chart

Lesson 2: Noticing Elements of Narrative (Three Day Lesson)

MA ELA Standards

8.2 Retell a main event from a story heard or read.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure

Imitate narrative elements from literature heard or read

Day 1/Noting Setting

Students will retell part of a story using illustration to convey setting.

Opening

- Teacher will read aloud *Where the Wild Things Are* by Maurice Sendak.
- Teacher will model how to include setting in illustrations.

Work Period

- Students will draw their favorite parts of the story including setting in the illustrations.

Closing

- Students will share illustrations with a focus on setting.

Day 2/ Noticing Chronological Order

Students will identify chronological order using setting as a tool to establish story order.

Opening

- Teacher will revisit *Where The Wild Things Are* by taking a “picture walk”
- Teacher will focus on chronological order using setting as an indicator of that order.

Work Period

- Teacher will introduce chart with title, *Where the Wild Things Are, Retold by Room__*, *Grade One*.
- Students will add pictures to class mural or story board in chronological order.

Closing

- Students will retell *Where The Wild Things Are* using chart as visual support.
- Teacher will assist children in noting beginning, middle, and end of story on chart. Teacher will emphasize that *Where The Wild Things Are* begins and ends in the same place. (circular ending).

Day 3/ Noticing Literary Language

Students will notice and borrow literary language from Maurice Sendak for their retelling.

Opening

- Teacher will model writing a retelling of the beginning of the story, *Where The Wild Things Are* by Room__, *Grade One*.
- Teacher will model borrowing literary language from the author.

Work Period

- Student writers will retell assigned section with a partner.
- Students will work with partners to record story text on sentence strips with teacher assistance as needed.
- Students will place sentence strips under appropriate pictures on mural.

Closing

- Students will review mural to determine any missing parts.
- Teacher will assist children in deciding if more illustrations are needed and indicating missing sections by drawing blank lines. (See Personal Narrative: Telling Our Stories, p. 23)
- Students will identify literary language borrowed from Maurice Sendak in sentence strips.
- Students will create chart, *Borrowed Literary Language*. (See Personal Narrative: Telling Our Stories, p. 25)

Work Products:

- Mural of retold story with illustrations and sentence strips generated during shared writing
- Attribute chart, *Borrowed Literary Language*

3. Writers' Habits and Processes

MA ELA Standards

3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Talk about their ideas, experiences and feelings

Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate

Share and talk about their writing daily

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

Independently give a detailed narrative account of an experience.

Engage the listener's attention directly or indirectly before going into full account.

Writing Standard 2/ Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Students will write a draft of a personal narrative.

Opening

- Teacher and students will revisit chart, *What Good Writers Write About*.
- Teacher will select an idea from the chart to write about.
- *Teacher will model thinking aloud while planning writing on a given topic.*
(See Personal Narrative: Telling Our Stories, p. 28)

Work Period

- *Students will discuss plans for story drafts with a partner before beginning to write a narrative of personal experience.*
- Teacher will circulate and conference with students as needed.
- Students will reflect and share the process of planning and drafting a narrative.
- Students will respond to each others' work.
- Teacher will make note of student use of writing strategies listed on chart, *Habits of Good Writers*, stressing writing daily, rereading as they write, working with a response partner, and revising.

Work products: Drafts of student writing, chart, *Habits of Good Writers*

4. Writing Significant Personal Narratives

MA ELA Standards

- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Students will find significance in a personal story.

Students will identify a “moment” within a broader experience.

Opening

- Teacher will select and read a picture book that is about a memorable event in time or time with a special person. Suggested titles include *Little Nino’s Pizzeria* by Karen Barbour, *Tar Beach* by Faith Ringgold, or *Owl Moon* by Jane Yolen.
- *Teacher and students will discuss how selected book told a story about a memorable event using examples from text.*
- Teacher and students will create a chart together that shows how thinking about an event can lead to expanding and writing about a moment.

Work Period

- *Students will talk with partners to identify an important story to develop.*
- Students will identify a particular moment of the story to expand and turn into a narrative draft.

**Stories may not be completed in one work period.*

Closing

- Students share topics and why they are significant to them.

Work products:

Drafts of “moments” of significant stories

SECTION II: How Stories are Organized

Lessons 5-11

5. Writing a Draft With a Beginning, Middle and End

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

19.1 Write or dictate stories that have a beginning, middle, and end.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Students will write a draft with a beginning, middle and end.

Opening

- Teacher will create template (chart paper folded in three sections) or graphic to scaffold writing with a beginning, middle, and end. (See Personal Narrative: Telling Our Stories, p. 43)
- *Teacher will use template to model writing a story with a beginning, middle, and end.*

Work Period

- *Students will discuss story ideas with a partner before beginning a draft story with a clearly defined beginning, middle, and end.*
- *As students complete drafts, they will share in response groups or pairs.*

Closing

- Students will share work and the planning process used to write drafts.
- Teacher will guide students and record thoughts on ways to respond to writing on chart, **Guide for Response**. (See Personal Narrative: Telling Our Stories, p. 44)

Work products:

Teacher's model for writing a draft that includes the three parts of the story, student drafts with a clearly defined beginning, middle, and end, **Guide for Response** chart

6. Writing Strategies of Good Writers and Time Cues

MA ELA Standards

19.3 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

19.4 Write or dictate stories that have a beginning, middle, and end.

ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure

Imitate narrative elements from literature heard or read

Day 1

Students will write a draft with beginning middle and ending.

Students will use transitional phrases and words.

Opening

- Teacher will reread model story, written in lesson five, and guide students to recall what they noticed about what the teacher did and thought about as she constructed the story.
- *Teacher will model using the words first, then, next, and last to develop the order or sequence the story.*
- Teacher will develop a **Time Cue Word Chart** with students. (See Personal Narrative: Telling Our Stories, p. 47)

Work Period

- *Students will work with partners to discuss how to include time cue words in their draft stories before beginning to draft stories, with a clear beginning, middle and end and incorporating time cue words.*

Closing

- Individual students will share stories with a clear beginning, middle, and end with time cue words.

Day 2

Opening

- Teacher will guide students in creating a chart entitled, *Writing Strategies of Good Writers* that will guide them in their writing (See Personal Narrative: Telling Our Stories, p. 46)

Work Period

- Students will continue to write stories with a clear beginning middle, and end.
- Students will reference charts, *Time Cue Words* and *Writing Strategies of Good Writers* to guide their writing.

Closing

- *Individual students will share stories with beginning, middle, and end.*
- *These students will discuss and share how charts helped them to write narratives.*

Work Products:

Time Cue Words chart, *Writing Strategies of Good Writers* chart, student drafts of narratives with clearly defined beginning, middle and end

7. Writing Leads

***This lesson may be extended over several days and repeated as necessary using a variety of literature as examples.**

Teacher will need to prepare ahead of time a three- column chart with columns for Title/Author, Lead, and Strategy. (See Personal Narrative: Telling Our Stories, p. 50)

Teacher will need to gather ahead of time copies of the following texts:

Where the Wild Things Are by Maurice Sendak

Lilly's Purple Plastic Purse by Kevin Henkes

Ira Sleeps Over by Bernard Waber

Shortcut by Donald Crews

The Art Lesson by Tomie dePaola

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure

Imitate narrative elements from literature heard or read

Students will write engaging leads to narratives.

Opening

- Teacher will read aloud one or two of the suggested texts, *Where the Wild Things Are* by Maurice Sendak, *Lily's Purple Plastic Purse* by Kevin Henkes, *Ira Sleeps Over* by Bernard Waber, *Shortcut* by Donald Crews, *The Art Lesson* by Tomie Depaola emphasizing engaging leads created by authors.
- Teacher will guide students to discuss author's strategy for using the given leads.
- Teacher will record examples of leads and strategies on chart, **Great Leads**.
- *Using a preselected student draft, teacher will show students how to revise writing and add a new lead by cutting and pasting a new lead or by using a caret to indicate where a new lead will be inserted.*

Work Period

- Students will select a draft from individual Writing Folders that could be revised with an engaging lead.
- *Students will work with a partner to decide how to revise writing by adding a new lead by either cutting and pasting a new lead or by using a caret to indicate where a new lead will be inserted*

Closing

- *Students will do a “read around” of their newly crafted leads.*
- Teacher will add a line about responding to leads to the ***Guide for Response*** chart.
- Teachers and students will discuss using leads and add idea to attribute chart, ***Writing Strategies of Good Writers*** ((See Personal Narrative: Telling Our Stories, p. 53)

Work Products:

Great Leads chart, revised student drafts, ***Guide for Response*** chart, attribute chart, ***Writing Strategies of Good Writers***

Lesson 8: Interesting Endings

***This lesson may be extended over several days and repeated as necessary using a variety of literature as examples.**

Teacher will need to prepare ahead of time a three- column chart with columns for Title/Author, Ending, and Strategy.(See Personal Narrative: Telling Our Stories, p. 54)

Teacher will need to gather ahead of time copies of the following texts:

Where the Wild Things Are by Maurice Sendak

Lilly's Purple Plastic Purse by Kevin Henkes

Ira Sleeps Over by Bernard Waber

Shortcut by Donald Crews

The Art Lesson by Tomie dePaola

MA ELA Standards

22.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

Develop a narrative or sequence containing two or more appropriately sequenced events

Demonstrate a growing awareness of author's craft by using such strategies as: using dialogue, time cue words, concrete details, and a sense of closure

Imitate narrative elements from literature heard or read

Students will write interesting endings with a sense of closure.

Opening

- *Teacher will read aloud from suggested texts, emphasizing engaging endings.*
- *Teacher will guide students to discuss author's strategy for using the given endings.*
- *Teacher will record examples of endings and strategies on chart, **Interesting Endings.***

Work Period

- *Students will select a draft to revise.*
- *Students will work with a partner to decide how to revise writing by adding a new/different ending to an existing story.*

Closing

- *Students will share endings in a "class read around."*
- *Teacher will prompt students to add information about endings to **Writing Strategies of Good Writers** attribute chart*

Work products: *Interesting Endings* chart, student writing with revised ending, *Guide to Response* chart, *Strategies of Good Writers* attribute chart

Lesson 9: Developing a Rubric for a Personal Narrative

* Teacher will need to prepare ahead of time a template for *Personal Narrative Rubric*.

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Day 1

Students will understand what good writers do to create good stories.

Students and teachers will begin to create a rubric for their personal narrative.

Students will revise a draft for publication.

Opening

- Teacher will display and review charts, *Habits of Good Writers, Writing Strategies of Good Writers, Time Cue Words, Great Leads and Interesting Endings*.
- Teacher will model how to select a draft for publication using the sticky-note strategy (p.60).
- Teacher will mark the draft she/he will work on.
- *Teachers will guide students to "talk through" what writers do to write good leads that are appropriate.*

Work Period

- *Students will work with a partner to select the drafts that they like and that will be appropriate to revise with a good lead.*
- Students will use the sticky-note strategy as they revise their draft and add in an engaging lead.

Closing

- Individual students will share draft selections with new leads.

Day 2

*Note that understanding the rubric and utilizing it as a tool may take more than one day.

Students will begin to create a rubric to assess a personal narrative.

Opening

- Teacher will review the charts, *Habits of Good Writers*, *Writing Strategies of Good Writers* and *Great Leads*. Teacher will guide students to create a **Rubric for a Personal Narrative** with columns headed with kid-friendly language; *Got It, On the Way, Not Yet*.
- Teacher will guide students to add criteria for *leads* to the columns of the rubric (page 64).
- Teacher will emphasize the importance of writers looking at their leads, noticing what they've done well, noticing what needs improvement and making decisions for improving their writing.

Work Period

- *Students will work with a partner to use rubric to decide what they did well when writing their leads and what they need to do to make them better.*
- Students will revise drafts with an “eye” toward improving leads.

Closing

- Students and teacher will discuss the process of looking at the features of leads in narrative writing.
- *Students will share revisions and discuss how their leads measure up to criteria, established for good leads, on the class rubric.*

Work Products:

Beginnings of a rubric, revised student drafts

Lesson 10: Completing the Rubric for a Personal Narrative

Note: The completion of the class *Rubric for Personal Narrative* will take several days. Teacher will deliver the following lesson plans over a series of days to establish criteria to add to the rubric for interesting endings, character development, and inclusion of literary language. This rubric will then take the place of the charts, *Time Cue Words, and Good Leads, Interesting Endings.*

MA ELA Standards

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Day 1

Students will use the rubric as a guide to making revision to sequence of their narrative writing.

Opening

- Teacher will review the charts, *Habits of Good Writers, Writing Strategies of Good Writers, Time Cue Words, and Good Leads.*
- Teacher will review work done in previous lesson (focus on leads).
- Teacher will guide students use charts to decide what criteria create an effective narrative sequence.
- Teacher will guide students to add criteria of narrative sequence to the rubric.

Work Period

- Students will use the *Rubric for Personal Narrative* and the chosen draft to decide what they did well, when looking at the sequence or time order of their piece, and what they need to do to make it better.
- *Students will work with a partner to think and talk about what they can do to improve their sequencing and language of sequence to establish a clear time order (teacher may want students to share in pairs or triads.)*

Closing

- Students and teacher will discuss the process of looking at the features of sequence in narrative writing.
- Students will think about how the sequencing and the language of sequencing measures up to criteria, established on class *Rubric for Personal Narrative*.

Work Products:

Criteria added to Class Rubric for Personal Narrative, Narrative Sequence

Day 2

Students will use the rubric as a guide to making revision to the endings of their narrative writing.

Opening

- Teacher will review the charts, *Habits of Good Writers, Writing Strategies of Good Writers, Time Cue Words, and Good Leads*.
- Teacher will review work done in previous lesson (focus on leads and sequence).
- Teacher will guide students to use charts to decide what criteria create an interesting ending.
- Teacher will guide students to add criteria for an interesting ending to the rubric.

Work Period

- *Students will work with a partner to use the **Rubric for Personal Narrative** and their chosen drafts to decide what they did well, and what they need to do to make them better, when looking at the ending of their pieces.*
- Students will think and talk about what they can do to improve their endings.

Closing

- Students and teacher will discuss the process of looking at the features of endings.
- Students will share ideas about how endings measure up to the criteria established on class *Rubric for Personal Narrative*.

Work Products:

Criteria added to Class Rubric for Personal Narrative, *Interesting Endings*

Day 3

Students will use the rubric as a guide to making revision to literary language in their narrative writing.

Opening

- Teacher will review the charts, *Habits of Good Writers, Writing Strategies of Good Writers, Time Cue Words, Good Leads, and Interesting Endings.*
- Teacher will review work done in previous lesson (focus on leads, sequence, endings) and revisit previously read texts.
- Teacher will guide students to identify, and list, examples of language that authors use to make their writing interesting.
- Teacher will guide students to add criteria for interesting, literary language to the rubric.

Work Period

- *Students will work with a partner to use the **Rubric for Personal Narrative** and the chosen draft to decide what they did well, and what they need to do to make their work better when looking for interesting, literary language.*
- Students will think and talk about what they can do to improve their literary language.

Closing

- Students and teacher will discuss the process of looking for interesting, literary language.
- Students will think about how the ending measures up to the criteria established on class *Rubric for Personal Narrative*.

Work Products:

Criteria added to Class Rubric for Personal Narrative, *Interesting Endings*

11: Creating and Using a Rubric about the Habits of Good Writers

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Students will create and use a rubric about the Habits of Good Writers.

Opening

- Teacher will display and review the chart, *Habits of Good Writers*
- Teacher, along with students will reflect on what we are doing to become better writers.

Work Period

- Teachers will guide students to identify elements on the chart, *Habits of Good Writers* that can be turned into criteria for a rubric.
- Teacher will record criteria generated by students to create a rubric, *Habits of Good Writers* (see pp. 70, 71)

Closing

- Students will talk with a partner about themselves as writers. They may use the language frame, "I am a good writer because...."
- Students will reflect on how these habits help them to lead a "writerly" life.

Work products:

Class rubric for *Habits of Good Writers*

Important Note

At this point, teacher should assess children to see if they need more listening to literature to improve their writing of narrative. See p. 72 for possible questions to ask. It is appropriate to complete an Author Study for an in depth experience with literature before going on to Section III of the Narrative Genre Study

In effect, second graders may go on to Mem Fox Author Study at this point and return to Section III of Personal Narrative at a later date.

Session III/Developing an Author's Craft Lessons 12 – 15

12. Describing Setting

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity

Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

Discuss plot and setting

*Teacher will need to prepare the ahead of time a brief story with a drawing that does not include setting(See page 80, **Personal Narrative: Telling Our Stories**) and a **sample chart with columns for book, setting through writing, and setting through drawing columns** (See *How Authors Write About Setting* chart on *Personal Narrative: Telling Our Stories*, page 80)*

Students will add details to narrative to establish setting.

Opening

- Teacher will guide students to revisit previously read texts, such as *Where the Wild Things Are* by Maurice Sendak or *Shortcut* by Donald Crews, that have rich illustrations that convey setting.
- Teacher will guide students to create an attribute chart, *How Authors Write About Setting* (See *Personal Narrative: Telling Our Stories*, p.80)
- *Teacher will model adding details about time and place to an illustration and writing to a personal writing sample.*
- Teacher will guide students to think about what they learned about setting and add information to the *Writing Strategies of Good Writers* chart.

Work Period

- *Students will work with a partner to choose a draft to revise using new information about setting.*
- *Students will add detail to illustration and writing that convey setting.*

Closing

- Teacher will guide students to think about what they learned about setting and add information to *Guide to Response Chart*.
- Individual students will share their revised stories with setting details.

Work products: Chart, *How Authors Write About Setting*, *Guide to Response Chart*, revised student-draft that includes setting

13. Creating Details

MA ELA Standards

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 5.1 Use language to express spatial and temporal relationships.

ELPBO Listening and Speaking S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

ELPBO S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Vocabulary and Word Choice

Using one's own words

Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion

Make word choices that show reveal they have a large enough vocabulary to exercise options in word choice

Taking on language of authors

Make choices about what words to use on the basis of whether they accurately convey the intended meaning

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

Students will understand how details make words come alive for readers.

Opening

- *Teacher will read the first three pages of **Lilly's Purple Plastic Purse**, by Kevin Henkes, emphasizing how the author uses detail.*
- *Teacher will guide students to notice detail included and discuss the strategies used in the author's writing. List those details from the text on the **Details in Writing** chart, page 84.*

Work Period

- *Students will work with a partner to discuss at least one detail they could add to their drafts to make stories better.*

Closing

- *Students will take turns sharing passages revised with added details.*

Work products:

Chart, *Details in Writing*, student revision that includes at least one detail

14. Choosing Specific Details

MA ELA Standards

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 5.1 Use language to express spatial and temporal relationships.

ELPBO Listening and Speaking S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

ELPBO S.3 Academic Interaction Students will comprehend and communicate orally, using spoken English to participate in academic settings.

NCEE Performance Standards

Writing Standard 3/Language Use and Conventions

Vocabulary and Word Choice

Using one's own words

- Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion
- Make word choices that show reveal they have a large enough vocabulary to exercise options in word choice

Taking on language of authors

- Make choices about what words to use on the basis of whether they accurately convey the intended meaning
- Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

Students will understand the difference between general and specific details.

Students will revise narratives intentionally using general and specific details.

*Teacher will need to prepare a chart ahead of time with two columns entitled, **General Details and Specific Details**, and a model of a teacher generated “general” story and a revision of that same story with more specific details.

Opening

- Teacher will review chart **Writing Strategies for Good Writers**.
- Teacher will read example of a teacher generated “general” story.
- Teacher will guide students to list general details.
- Teacher will read revision of story and guide students to identify specific details that have been added to the story.
- Teacher will guide students to think about what they have learned and add that information to the **Writing Strategies of Good Writers** chart.

Work Period

- *Students will work with a partner to review a piece in progress or a previously written draft to think about using specific words and details to create a clearer picture in the reader's mind.*
- *Students may use the language frame "Did I use general words?" or "Can I use more specific words?"*
- *As the teacher conducts conferences with students, he/she will want to encourage students to use mentor texts as a source of reference for specific words and details.*

Closing

- *Students will share revisions in pairs or triads.*
- *One or two students will share revisions with the class.*
- *Teacher will add revisions to the chart, **General Details and Specific Details***

Work Products:

Chart, *General and Specific Details* and student drafts will revisions to general words and details

15. Commenting on Events

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English are used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Prior to this lesson the teacher will need to have *Ira Sleeps Over* by Bernard Waber available with the passages, “But I had a problem” and “Should I take him?” on page 4 marked. *Teachers may want to gather samples from additional titles in which the author uses commenting, thinking aloud, and reacting as a technique.*

Teacher will also have a draft of teacher’s writing that has been shared previously with class that can be used to add comments.

Students will add comments or reactions to events.

Opening

- Teacher will reread page 4 of *Ira Sleeps Over* by Bernard Waber aloud, asking children to think about the effect of his comments, “But I had a problem, Should I take him? I began to wonder...”
- *Teacher will use additional examples of authors using comment and making their thinking known to the reader, as a technique.*
- *Teacher and students will brainstorm a list of phrases that signal the writer’s reactions, comments, and thinking. Add phrases to a chart, **Phrases Writers Use to Share Thoughts.***
- Teacher will model adding comment, thought, and/or reaction to her/his chosen piece of writing. Reread the piece after revision. Teacher will ask children to talk about the effect created by adding comment, thought, and/or reaction to the new version.
- Teacher will guide students to think about what they have learned in this lesson and add information to **Writing Strategies of Good Writers**
- Teacher will tell students that they will be listening to classmates read their drafts. *As a peer partner they will want to listen carefully to the reading to identify places in the draft where the writer may want to add comment, thinking, or a reaction. Teacher will need to provide prompts for peer partners such as: “What did you think about that? How did you feel about that?”*

Work Period

- Students will choose a draft for revision.
- *Students will read the draft aloud to a response partner. Partner will question the writer using the prompts to help the writer to write commentary, thinking and reactions.*
- Students will add comment, thinking, and reactions to writing.

Closing

- Students will share revised writing in pairs, triads.
- Individual students will share revised writing with the class.

Work products:

Chart, *Phrases Writers Use to Share Thoughts*, chart, *Writing Strategies of Good Writers*, revised student drafts

Session IV/Character Lessons 16 – 19

16. Introducing Character

MA ELA Standards

12.2 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as external ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Teacher will prepare an outline for the chart, *All About Tommy* (See Personal Narrative: *Telling Our Stories*, p. 102)

Students will include relevant information about a character with illustrations and words.

Opening

- Teacher will reread and discuss *The Art Lesson* by Tomie dePaola.
- Teacher will develop the chart, *All About Tommy* by listing what we know about Tommy and how we learned about Tommy.
- *Teacher will help children to think about how they might borrow strategies from the author, Tommie dePaola.*

Work Period

- *Students will work with a partner to choose a draft to revise by adding information about a character.*
- Students will add information about a central character to the draft.

Closing

- Students will read information added about a central character in pairs or triads.
- Peers will respond to the writer by what they have learned about the character.

Work products:

Chart, *All About Tommy*, revised student drafts

17. Making Characters Come Alive

MA ELA Standards

12.3 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as external ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

Students will use models of character development from literature to create a character sketch.

Day 1

Opening

- Teacher will review the chart, *All About Tommy* from the previous lesson.
- *Teacher and students will brainstorm all of the ways that Tomie dePaola makes the character, Tommy, come alive.*
- Teacher and students will list their observations and create a chart entitled, *Ways to Make a Character Come Alive* (See, *Personal Narrative: Telling Our Stories*, page 105)
- Teacher may wish to introduce using a graphic organizer for a character sketch. (See attached graphic organizer or use organizer of choice)
- *Teacher may model using the graphic organizer to generate information about a character as an additional way to make characters come alive.*

Work Period

- *Students will work with a partner to choose a character from a draft of their writing to develop in more detail.*
- *Students may choose to use the character sketch graphic organizer to note character attributes listed on the chart, **Ways to Make a Character Come Alive.***

Closing

- Individual students will share the information on their graphic organizers.

Work products:

Chart, *Ways to Make a Character Come Alive*, student developed character sketch

Day 2

Students will use character sketch to add information about a main character to a draft.

Opening

- Teacher will review the character sketch developed on Day 1 of lesson.
- Teacher will model how to use the character sketch to revise writing by adding information about a main character to an existing draft.
- Teacher and students will reread the new piece and discuss how the added information helps the reader to know more about a main character.

Work Period

- *Students will review their character sketches with a partner.*
- Students will add information about a main character to their drafts.

Closing

- Students will share drafts of writing that include detailed information about a main character.

Work Products:

Drafts of student writing that include detailed information about a main character.

18. Everyday Talk

MA ELA Standards

12.4 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Prior to this lesson the teacher will need to create a chart or overhead transparency with selected dialogue from pages 18 and 19 of *Ira Sleeps Over* by Bernard Waber. (See *Personal Narrative: Telling Our Stories*, p. 107)

Students will write dialogue that matches daily conversations.

Opening

- Teacher will review the story, *Ira Sleeps Over* by Bernard Waber, with particular attention to dialogue on pages 18 and 19.
- Teacher and students will read the chart or overhead transparency that shows the dialogue between the characters, Ira and Reggie, on pages 18 and 19.
- *Teacher and students will discuss the dialogue focusing on how it may sound like children talking, tell about feelings, tell something about the character, sound like language that we hear in conversations everyday.*
- Teacher and students will make a list entitled, ***Words and Phrases That Sound Like Everyday Talk***
- *Teacher will model using dialogue in a story.* (See *Personal Narrative: Telling Our Stories*, p. 108)
- Teacher and students will think about what they have learned about dialogue and add that information to the chart, ***Writing Strategies of Good Writers.***

Work Period

- Students will reread a draft of their writing.
- *Students will work in pairs to rehearse possible dialogue that would match a conversation their characters may have.*
- Students will add that dialogue to their writing.

Closing

- Individual students will share dialogue added to stories with peers.
- Peers will respond to how the dialogue sounds like talk, how it tells something about a character, adds detail to the writing and additional ways the dialogue improves writing.

Work products:

Chart, *Words and Phrases That Sound Like Everyday Talk*, revised drafts of student writing with dialogue added.

19. Adding Inner Thoughts and Feelings for Characters

MA ELA Standards

12.5 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres.

NCEE Performance Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as internal ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Teacher will need to prepare ahead of time an illustration to go with a previous piece of writing that shows the characters inner thoughts and feelings.

Students will add characters inner thoughts or feelings to drawings.

Opening

- Teacher will reread page 3 of *Lilly's Purple Plastic Purse*, by Kevin Henkes and read comments in the illustrations.
- *Teacher will model how to use the illustration of her/his story to add comments to the illustrations that develop a character's inner thoughts and feelings.*
- Teacher will guide students to summarize what they have learned and add that information to the chart, *Writing Strategies of Good Writers*.

Work Period

- *Students will work with a partner to decide how use a piece of writing that they are currently working on or a previous draft to add comments to illustrations.*
- Students will share added comment or dialogue with a response partner.

Closing

- Students will take turns sharing illustrations with comments added.

Work products:

Chart, *Writing Strategies of Good Writers*, student illustrations with added comment or dialogue

Session V/Reflecting on Writing Narrative Lessons 20 – 22

20. Adding to the Rubric for Personal Narrative

MA ELA Standards

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

*Students will add to the rubric for personal narrative and use it a tool for revision.
Students will choose a draft for publication.*

Note: Teacher will need to gather the following:

Writing Strategies of Good Writers chart

The Rubric for Personal Narrative

Reference charts on craft strategies and character development

Review first grade standards for narrative writing habits included in overview of map.

Opening

- Teacher will tell students that they will choose a piece to revise and publish.
- Teacher will review how to select a draft for publication using the two sticky notes strategy to narrow down the selection.

Work Period

- *Students will choose a draft for publication and use the sticky-note strategy for selection.*
- *Students will return to the meeting area with the chosen draft.*
- *Teacher and students will review the **Rubric for Personal Narrative**.*
- *Students will work with a partner to reread the lead in their writing and the criteria for a good lead.*
- *Students will work with a partner to reread the draft with attention to sequence.*

Closing

- *Students will reflect on the process and how it helps writers to improve their writing.*
- *Teacher may want to share the experiences of professional authors and their process for revision.*

Work products:

Rubric for Personal Narrative

21. Completing the Rubric for Personal Narrative

MA ELA Standards

21.3 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Students will use the rubric for personal narrative as a tool for revision.

Opening

- Students will bring their drafts to the meeting area.
- Teacher and students will review process of using rubric from previous lesson.

Work Period

- Teacher and students will review the *Rubric for Personal Narrative*.
- *Students will work with a partner to reread their draft with attention to details.*
- *Students will work with a partner to reread the draft with attention to character development, and literary language.*

Closing

- Students will discuss what they have learned about becoming better writers.
- *Students may use the language frame – “ I have learned to be a better writer by.....”*
- *Students will work with partners and share their plans for revision.*

Work products:

Draft intended for revision, student plans for revision

22. Completing a Personal Narrative

MA ELA Standards

21.4 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Students will complete a personal narrative.

Opening

- Teacher will review the *Rubric for a Narrative*
- *Individual students will share an example of something they have done well in their writing, something they will revise, and their plan for revision.*

Work Period

- Students will revise their narratives.
- Students will cut and paste to add information using a caret.
- Teachers will closely monitor students' progress for consistency and clarity through frequent conferencing.

Closing

- Individual students share progress or accomplishments in the revision process.
- *Individual students will share published pieces.*

Work products:

Rubric for a Narrative, published student narratives

Rubric for Personal Narrative, Telling Our Stories, Gr. 1

<i>Got It</i>	<i>On the Way</i>	<i>Needs Instruction</i>
<p>Has effective leads that: Make the readers curious Include setting Use storybook language Introduce the main character Build suspense Introduce a problem Connect with the readers own experience</p>	<p>Has leads: Include setting Introduce the main character</p>	<p>No sense that a story is beginning.</p>
<p>Contains a sequence of events and is organized: With a beginning, middle, and end In an order that makes sense or is in the order that events occurred May use time cue words that order and link events May have illustrations that match the text</p>	<p>Contains a sequence of events that is loosely organized: May have a loosely developed beginning, middle, and end Order of events makes sense but is loosely linked May use time cue words but words may not help flow of events</p>	<p>Is not about an event May be a list or a description</p>

Artifacts for Personal Narrative, Telling Our Stories, Gr. 1

The implementation of the Personal Narrative, Telling Our Stories, Gr. 1 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.

Each classroom should have the following tools:

**Student Writing Folders
Student Writing Notebooks
Word Wall
Rubric for Personal Narrative**

The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:

**What Good Writers Do
What Writers Write About
Borrowed Literary Language
Habits of Good Writers
Guide for Response
Time Cue Words
Writing Strategies of Good Writers
Great Leads
Interesting Endings
How Authors Write About Setting
Details in Writing
General and Specific Details
Phrases Writers Use to Share Thoughts
All About Tommy
Ways to Make a Character Come Alive
Words and Phrases That Sound Like Everyday Talk**

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Reading and Writing Grade by Grade: Primary Literacy Standards for K-3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 1999.

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