



Unit: 2

Personal Narratives

essential skills and content			
Overview	<p>Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Time frame: 4 – 6 weeks</p>		
Essential Questions	<ol style="list-style-type: none"> 1. How do you recount two or more appropriately sequenced events in a story? 2. How do you include meaningful details to describe what happens in a story? 3. What words can you use to signal event order? 4. How can you restate the main idea at the end of a story to provide closure? 		
Learning Targets			
Content/Skills	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Concepts About Print</u></p> <ul style="list-style-type: none"> Spaces between words. RF.1.1 When to use uppercase and lowercase letters L.1.1a Appropriate end punctuation. L.1.2b <p><u>Oral Language and Grammar</u></p> <ul style="list-style-type: none"> Common nouns, adjectives, and personal pronouns L1.1.b, L.1.1.d, L.1.1f Complete sentences (subjects and verbs) L1.1j Specific Adjectives L.1.1f <p><u>Purposeful Phonics Connections</u></p> <ul style="list-style-type: none"> Hear beginning, middle, and ending sounds RF.1.2, RF.1.2.c Recognize sound/symbol relationships RF.1.2.c Apply phonics knowledge to decode unfamiliar words RF.1.3.b Write many high-frequency words L.1.2d <p><u>Reflecting Reading in Writing</u></p> </td> <td style="width: 50%; vertical-align: top;"> <p>Additional Lessons</p> <ul style="list-style-type: none"> Students choose their favorite personal narrative to publish at the end of the unit. Use small moments to develop personal narratives. Create book. Having a beginning, middle, and end. Different ways to start and end a story. Concept of print: writing from one side of the paper to the other. Different brainstorming/pre-writing strategies. Adding questions to our stories. Train track graphic organizer for sequencing </td> </tr> </table>	<p><u>Concepts About Print</u></p> <ul style="list-style-type: none"> Spaces between words. RF.1.1 When to use uppercase and lowercase letters L.1.1a Appropriate end punctuation. L.1.2b <p><u>Oral Language and Grammar</u></p> <ul style="list-style-type: none"> Common nouns, adjectives, and personal pronouns L1.1.b, L.1.1.d, L.1.1f Complete sentences (subjects and verbs) L1.1j Specific Adjectives L.1.1f <p><u>Purposeful Phonics Connections</u></p> <ul style="list-style-type: none"> Hear beginning, middle, and ending sounds RF.1.2, RF.1.2.c Recognize sound/symbol relationships RF.1.2.c Apply phonics knowledge to decode unfamiliar words RF.1.3.b Write many high-frequency words L.1.2d <p><u>Reflecting Reading in Writing</u></p>	<p>Additional Lessons</p> <ul style="list-style-type: none"> Students choose their favorite personal narrative to publish at the end of the unit. Use small moments to develop personal narratives. Create book. Having a beginning, middle, and end. Different ways to start and end a story. Concept of print: writing from one side of the paper to the other. Different brainstorming/pre-writing strategies. Adding questions to our stories. Train track graphic organizer for sequencing
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	<ul style="list-style-type: none"> Analyze story elements RL.1.3 Ask questions RI.1.1, W.1.8 Beginnings, middles, and ends of narratives W.1.3 Visualize RL.1.7 <p>Writing W.1.5, W.1.6</p> <ul style="list-style-type: none"> Prewrite Draft Revise Edit Publish a personal narrative <p>Author's Craft</p> <ul style="list-style-type: none"> Voice: Revise to Strengthen Author's Voice W.1.3 Word Choice: Avoid Overused words W.1.3 	
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balanced assessment		
COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	<ul style="list-style-type: none"> Conferencing with students during writer's workshop 	<ul style="list-style-type: none"> Writer's checklist
Summative Assessment	<ul style="list-style-type: none"> Published personal narrative 	<ul style="list-style-type: none"> Use a rubric to help students develop their published narrative
District-Wide Common Assessment		

learning experiences		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Benchmark Writing	<ul style="list-style-type: none"> Lucy Calkins "No More I'm Done" Lessons That Change Writers By Nancie Atwell

COMPONENT	REQUIRED	SUGGESTED
Content Literacy		<u>Roller Coaster</u> by: Marla Frazee <u>Owl Moon</u> by: Jane Yolen <u>Short Cut</u> by: Donald Crews <u>Apple Picking Time</u> by: Michele Slawson <u>Enemy Pie</u> by: Derek Munson <u>Thundercake</u> by: Patricia Polacco <u>The Relatives Came</u> by: Cynthia Rylant <u>The Junk Yard Wonders</u> by: Patricia Polacco
Technology / Media		Microsoft word to publish a book Educreations Book it Sock Puppets
Differentiation / Intervention		Conferencing with individuals or small groups as needed.

content-specific components		
COMPONENT	REQUIRED	SUGGESTED