

Unit 1: Building Strong Communities

WEEK 6 Day 2

Writing Personal Recount

Individual Construction

Content Objective	I can write a personal recount that includes an orientation, sequence of events, and conclusion. (W.3.1.b, W.2)
Language Objective	I can write a true story from my life that describes when my story happened, who was in it, what we did, and where it happened. I can use the Personal Recount anchor charts for support as needed. (ELD-LA.1.Narrate.Expressive)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain
Materials and Preparation	● children's writing folders ● writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice ● drawing and writing tools ● personal Recount Observation Tools ● charts and visual scaffolds: ○ Conclusion Sentences table copies ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor charts ○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	<i>We have learned so much about personal recount, and you have all been working hard on your personal recounts. Today you will finish those, before planning for and beginning to write a new personal recount.</i>

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Individual Construction 28 minutes	Distribute children’s writing folders. Refer to the Independent Writing Routine chart. Point to Step 1. <i>Take a look at your personal recount and make a plan for what you will work on today. You might want to add another event, or to write a second sentence on one of your pages, or to add more details to an illustration. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i> Model the silent signal. Point to Step 2. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell their plan, and the second partner will ask a question. Then the second partner will tell their plan, and the first partner will ask a question.</i> As the children tell plans to their partners, circulate to support them. Support could include: ● reminding children of the routine for talking to a partner; ● reviewing their work and suggesting a plan; ● referring to the Personal Recount anchor charts to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● restating what the speaker has said, to check for understanding; ● asking questions to prompt the speaker to add more detail; ● modeling asking <i>wh</i>- questions. When children finish telling their plans, send them with folders. As children write, pull small groups to support them. Support could include: ● inviting children to retell their personal recounts; ● reviewing their work and suggesting a plan; ● referring to the Simple, Expanded, and Conclusion Sentences table copies to provide a sentence frame; ● referring to the Personal Recount Topics chart and Word Bank to support children in generating ideas and using vocabulary; ● assisting in drawing by asking children about the shapes that make up what they are drawing; ● referring to the Independent Writing Routine table copy to remind children of the routine for writing; ● taking dictation (on a computer, sticky notes, or the back of the
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	paper) to help children remember what they are writing. Support for encoding could include: ● encouraging children to label using phonetic spelling; ● referring to Foundations resources to review known letters and sounds; ● suggesting parts of their illustrations they might label; ● referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences. While checking in with children, take notes on the personal recount observation tool.
Closing 1 minute	<i>Today you finished your personal recount. Tomorrow you will plan for and begin writing a new one.</i>
Standards WIDA	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through pictures, words, title, statements or common story expressions (Once upon a time) to introduce context. [DISCOURSE]
Ongoing assessment	As children write, ask them to tell their personal recounts (not describe their drawings). Use their storytelling, drawing, and writing to assess the extent to which children include all of the stages of personal recount and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

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