

WEEK 8 Days 1-2

Writing Personal Recount

Revising

This week, children revise, publish, and share their personal recounts. On Days 1-2, children complete their personal recounts, self-assess, engage with small groups, and revise based on their small group work.

Before the lessons, review each child's Personal Recount Observation Tool. Identify trends and form groups according to the areas of strongest need. Ideally, children should be divided into four groups—two to meet on Day 1 and two to meet on Day 2.

Children who will benefit from more time to revise should meet in an earlier session. See the following sample group schedule.

	Group A	Group B	Group C	Group D
Day 1	Small Group	complete the Personal Recount Checklist; continue writing		
	revise based on group feedback	Small Group	continue writing/revising	
Day 2	complete the Personal Recount Checklist; continue revising; begin publishing	revise based on group feedback	Small Group	continue writing/revising
		continue revising; begin publishing	revise based on group feedback	Small Group
Day 3	publish	publish	publish	revise based on group feedback; publish

Use the following sheet to plan instruction for Days 1-2. See the Small Group section for recommended lessons.

Group A

Topic:

Students:

Notes:

Group B

Topic:

Students:

Notes:

Group C

Topic:

Students:

Notes:

Group D

Topic:

Students:

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Notes:

Whole Group: Individual Construction

Objectives:

- I can write a personal recount that includes an orientation, sequence of events, and conclusion. (W.3.1.b, W.2)
- I can use feedback to revise my personal recount. (W.2.1.a, L.2)

Materials:

- *Mango, Abuela, and Me*, Meg Medina
- Personal Recount checklist, one copy for each child
- children's writing folders, including personal recounts and feedback sheets
- writing paper: horizontal and vertical, enough copies children to have several sheets in the direction of their choice
- drawing and writing 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

Process:

On Day 1, introduce the work:

We have learned so much about writing so far this year! We started by learning that writing is a form of communication and that people communicate to different audiences for different purposes. Then we learned about one genre of writing: personal recount.

Hold up *Mango, Abuela and Me*.

Mango, Abuela, and Me is an example of a published piece of writing. It did not start

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*as a beautiful book, like this. Before writing becomes a book, it goes through a lot of stages. Meg Medina probably wrote a lot of drafts and **revised**, or changed, her work, based on others' feedback.*

This week you will meet with me in a small group to revise your personal recount to make it even better. Then you will make a published copy of your book!

Show one peer feedback sheet.

Last time during Writing, you gave each other feedback about your personal recounts. You will use this as you revise. If you found that a part of your personal recount is missing, get a new sheet of paper for that part and write it. If something does not make sense, change your illustration or words so that it does make sense or match.

Show the Personal Recount Checklist.

Today when you go to work, you will reread your personal recount and make sure it has all of the parts. Read your orientation page, and then on the checklist, put a check mark next to each part you included.

Then check off the sequence of events—do you have two or more events?

Finally, check off which type of conclusion you have—a final event, a feeling, or telling why the experience was important.

If you find anything is missing, you will want to work on that first. If nothing is missing, you can add more to your illustrations and words, and sentences to your pages. You can also continue working on your front cover!

Distribute writing folders and Personal Recount Checklists.

Remember, first review your work and use your checklist. You may work with a partner to do this. Then you will continue working on your personal recount.

Small Group: Orientation

Objective:

- I can write an orientation that describes when my story happened, who was in it, what we did, and where it happened. I can use the Expanded Sentence section of the Personal Recount anchor chart for support as needed. (W.3.1.b, W.2, ELD-

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LA.1.Narrate.Expressive)
Materials: ● Personal Recount anchor charts ● Expanded Sentence table copies ● mentor text for personal recount: a child’s writing that includes a strong orientation ● children’s personal recounts ● drawing and writing tools
Process: ● Show the Personal Recount anchor chart. Review the stages of personal recount. ● Refer to the Expanded Sentence section of the chart and review the parts of the orientation. ● Read the orientation of the mentor text and together identify <u>all</u> of the parts of the orientation. ● Refer children back to their own writing. Have them identify the elements of orientation, using the Expanded Sentence (Personal Recount) resources for support. ● If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation. ● After the Small Group, send children back to revise their orientations before moving on to other parts of the work.
Small Group: Sequence of Events
Objective: ● I can write a sequence of events. (W.3.1.b, W.2)
Materials: ● Personal Recount anchor charts ● Simple and Expanded Sentence (Personal Recount) table copies ● children’s personal recounts ● drawing and writing tools
Process: ● Show the Personal Recount anchor chart. Review the stages of personal recount. ● Point to the Sequence of Events portion of the chart, reviewing that <i>Mango, Abuela, and Me</i> includes the events of the personal recount, in order. ● Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story. ● Support children in deciding whether to add a new event or revise <u>one</u> existing event.

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Revisions may include, but are not limited to

- adding people who were missing;
- revising/adding character movements/other objects that more clearly illustrate the event.
- After the Small Group, send children back to revise one event before moving on to other parts of the work.

Small Group: Development of Events

Objective:

- I develop an event by writing a second sentence beginning with a pronoun. I can use the Personal Recount Word Bank for support as needed. (W.3.1.b, W.2, L.1.1.c, ELD-LA.1.Narrate.Expressive)

Materials:

- mentor text for personal recount: a child's writing that develops at least one event
- Development of Events slides and sheets, from Week 7, Day 1, as needed
- children's personal recounts
- drawing and writing tools

Process:

- Show the mentor text and read the well-developed event. Remind children that adding more details to an event makes it more interesting to the reader.
- Review the use of pronouns to replace nouns when adding to an event.
- Guide children to develop one of their events. Ask,
 - What can you add here?
 - What else happened?
 - What pronoun could you use to begin that sentence.
- After the Small Group, send children back to revise one event before moving on to other parts of the work.

Small Group: Conclusion

Objective:

- I can write a sentence that provides closure for my personal recount. I can use the Conclusion section of the Personal Recount anchor chart for support as needed. (W.3.1.b, W.2, ELD-LA.1.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- mentor text for personal recount: a child's writing that includes a strong conclusion

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- children’s personal recounts
- drawing and writing tools

Process:

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the mentor text and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or by telling why the experience was important. Emphasize that personal recounts do not begin with the storyteller waking up and end with them going to bed.
- Guide children to generate or revise their own conclusions. Use questions, such as the following, to prompt children’s thinking.
 - What happened last?
 - How did you feel after doing that?
 - What was that experience like for you?
- After the Small Group, send children back to revise their conclusions before moving on to other parts of the work.

Small Group: Verbs

Objectives:

- I can write a variety of past tense action verbs to develop the sequence of events. I can use the Personal Recount Word Bank for support as needed. (W.2.1.a, L.1.1.d, ELD-LA.1.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- Personal Recount Word Bank
- Simple and Expanded Sentence (Personal Recount) table copies
- children’s personal recounts
- drawing and writing tools

Process:

- Show the Verbs section of the Personal Recount anchor chart and Personal Recount Word Bank. Review the qualities of verbs in personal recounts (a variety of past tense action verbs that relate to the topic and characters).
- Refer children back to their own writing. Have them underline the verbs in their personal recounts.
- Guide them to replace general verbs with specific verbs that relate more closely to the topic and characters, referring to the charts as needed.
- As necessary, assist children with changing all verbs to the past tense.

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- After the Small Group, send children back to revise their verbs before moving on to other parts of the work.

Small Group: Adverbs

Objective:

- I can write adverbs that describe when and where to develop the sequence of events. I can use the Personal Recount Word Bank for support as needed. (W.2.1.a, L.1.1.f, ELD-LA.1.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- Personal Recount Word Bank
- Simple and Expanded Sentence (Personal Recount) table copies
- Adverbs slides, from Week 5, Day 4, as needed
- children's personal recounts
- drawing and writing tools

Process:

- Show the Adverbs section of the Personal Recount anchor chart and Personal Recount Word Bank. Review the qualities of adverbs in personal recounts (used to describe when and where events happened).
- Refer children back to their own writing. Have them choose one page to add more detail to. Ask them where and when the event took place to prompt for adverbs.
- Refer to the charts to provide options for adverbs to add.
- After the Small Group, send children back to revise the chosen page before moving on to other parts of the work.

Small Group: Writing Words

Objectives:

- I can write words for my personal recount. (W.3.1.b, L.2.1.e, L.2.1.d)

Materials:

- mentor text for personal recount: a child's writing that includes words
- Encoding Prompting Guide table copies
- Foundations alphabet chart
- children's personal recounts
- drawing and writing tools

Process:

- Show the mentor text that includes words.
- Remind children that writing words adds more details to their personal recounts.
- Have children identify one page of their personal recount that they would like to add words to.
- Use the Encoding Prompting Guide to support children to
 - Say the word.
 - Pound the syllables.
 - Tap and say the sounds in the first syllable.
 - Choose letters for the sounds that they hear.
 - Write each letter.
 - Reread and check for spelling.

Small Group: Writing Sentences**Objectives:**

- I can write sentences for my personal recount. (W.3.1.b, L.1.1.a, L.2)

Materials:

- mentor text for personal recount: a child's writing that includes sentences
- Encoding Prompting Guide table copies
- Personal Recount anchor charts
- Simple and Expanded Sentence (Personal Recount) and Conclusion Sentence table copies
- children's personal recounts
- drawing and writing tools

Process:

- Show the mentor text that includes sentences.
- Show the anchor charts and/or sentence table copies to remind children that complete sentences include a subject and a predicate.
- Use the Encoding Prompting Guide to support children to
 - Say the sentence.
 - Count the words.
 - Draw a line for each word.
 - Pound, tap, and write each word.
 - Do a CUPS check.

Standards

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.

W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.

W.3.1.a Print all upper- and lowercase letters.

L.1.1.a Use common, proper, and possessive nouns.

L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.e Use frequently occurring adjectives.

L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.g Use determiners (e.g., articles, demonstratives).

L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.2.1.a Capitalize dates and names of people.

L.2.1.b Use end punctuation for sentences.

L.2.1.c Use commas in dates and to separate single words in a series.

L.2.1.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

WIDA

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]

ELD-LA.1.Narrate.Expressive. Construct language arts narratives that orient audience to story through prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night). [WORD/PHRASE]

ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through verbs to describe what characters do, think, feel, and say. [SENTENCE]
[WORD/PHRASE]

ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place). [DISCOURSE] [WORD/PHRASE]

ELD-LA.1.Narrate.Expressive. Construct language arts narratives that develop story events through simple statement to provide closure (The End, And then we went home.).
[DISCOURSE] [SENTENCE]