



WEEK 4 Day 1

Writing Personal Recount

Deconstruction: Pronouns

Joint and Individual Construction: Development of Events

Content Objective	I can write developed events using paragraphs. (W.3.2., W.2)
Language Objective	I can write a paragraph that includes the major event and at least two sub-events. I can write pronouns to connect the ideas in my paragraph. I can use the Paragraph Checklist and Personal Recount Word Bank for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	develop: to add more; to elaborate; to stretch out major events: the most important events noun: a word that names a person, place, thing, or idea paragraph: a group of sentences that relate to one big idea personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain pronoun: a word that can take the place of a noun sequence of events: the events in a personal recount, in order sub-events: the smaller events and details that tell more about the major events
Materials and Preparation	- class copy of the Development of Events slides - jointly constructed personal recount Before the lesson, identify one event to develop. - Paragraph Checklist Place one copy for each child in page protectors so they can be reused and checked off with dry erase markers. - writing paper - children's writing folders

Writing U1 W4 D1

	● Personal Recount Observation Tools ● writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart ○ Personal Recount Topics chart ○ Personal Recount Word Bank ○ Simple and Expanded Sentence (Personal Recount) table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you wrote the orientations for your personal recounts, and you planned for sub-events. Today you will work on writing your sequence of events, but first we will learn a little more about the language of personal recounts.</i>
Deconstruction 5 minutes slide 4	<i>We are going to read a few pages from Come On, Rain! to learn about the language Karen Hesse uses when she develops her events.</i>
slide 5	<i>Here are the two sentences on these pages.</i> Chorally read the sentences. <i>The first sentence uses three nouns to tell us who the sentence is about: Jackie-Joyce, Rosemary, and Liz. It also includes the pronoun “me.” Who is me in the story? [Tessie, the storyteller]</i> <i>The next sentence includes a different pronoun—“we.” Who is “we”?</i> <i>Right, in these sentences, “we” means all of the girls who are playing in the rain. “We” is a pronoun. Pronouns take the place of nouns and other pronouns. They help make writing more interesting by not saying the same thing over and over again.</i> Refer to the pronouns on the Personal Recount Word Bank.
slide 6	<i>This is the next page in the book.</i>
slide 7	Chorally read the sentences. <i>The first sentence here begins with a pronoun. Who is “we”?</i> <i>Yes, since this is the next page, “we” still refers to Jackie-Joyce, Rosemary, Liz, and Tessie. The pronoun “we” is used because Tessie is telling the story, and she is part of that group.</i>

Writing U1 W4 D1

	<i>The rest of these first sentences include nouns that name the other characters: Miz Glick, Miz Grace, Miz Vara, and Mamma.</i> <i>This sentence begins with the pronoun “they.” Who is “they”?</i>
Joint Construction 10 minutes	Interactive Writing Step 1: Set the stage: <i>Let’s go back to the personal recount we wrote together and think about how we can develop one of our events.</i> Read aloud the chosen event. Step 2: Brainstorm: <i>What can we add here? What else happened?</i> Have children share ideas with a partner and then harvest several children’s ideas. Step 3: Orally compose: Introduce the Paragraph Checklist. <i>You have been writing a lot of sentences for your personal recounts, and some people have written more than one sentence on a topic. Today we are going to write paragraphs. A paragraph is a group of sentences that relates to the same big idea.</i> <i>This is a checklist we will use when we write paragraphs. The first sentence always says the big idea. In this case, the big idea is the major event. What sentence could we write to begin our paragraph?</i> Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice. Step 5: Share the pen: ● Invite one child up to write the sentence. Step 3: Orally compose: <i>After the big idea, we need to include at least two related sentences. In this case, they are the sub-events. What sentence could we write for one of our sub-events?</i> Step 4: Prepare to write: As a class, orally repeat the chosen sentence twice.

Writing U1 W4 D1

	Step 5: Share the pen: ● Invite one child up to write the sentence. Repeat the process to write the second sub-event. Step 5: Share the pen: <i>Our last step is to do a CUPS check.</i> ● Together, do a CUPS check.
Individual Construction 13 minutes	Distribute children’s writing folders and Paragraph Checklists. Point to the Independent Writing Routine chart: Step 1. <i>Review your planner and think about what you will write for your first event. Remember, start by saying the major event, and then add at least two sub-events. 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 event, and the second partner will ask a question. Then the second partner will tell their event, and the first partner will ask a question.</i> As the children tell events to their partners, circulate to support them. Support could include: ● referring to the Paragraph Checklist and children’s planners to support them in orally producing a paragraph beginning with a major event and followed by at least two sub-events; ● referring to the Orientation and Expanded Sentence sections of the Personal Recount anchor chart to provide a sentence frame; ● referring to the Personal Recount Topics chart, Word Bank, and anchor charts 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. Send children with folders, Paragraph Checklists, and paper. As children write, pull small groups to support them. Support could include: ● inviting children to retell their event paragraph;

	• supporting children to replace nouns with pronouns as needed to help the flow of the paragraph; • referring to the Expanded Sentence (Personal Recount) table copy to provide a sentence frame; • referring to the Personal Recount Topics chart, Word Bank, and anchor chart to support children in generating ideas and using vocabulary; • referring to the Independent Writing Routine table copy to remind children of the routine for writing; • for children who still need it, taking dictation (on a computer, sticky notes, or the back of the paper) to help them remember their story. Support for encoding could include: • referring to Foundations resources to review known spelling patterns; • referring to and following the Encoding Prompting Guide table copies to support children with writing words and sentences; • referring to and following the Paragraph checklist for writing paragraphs. While checking in with children, take notes on the personal recount observation tool.
Closing 1 minute	<i>Today you wrote developed events for your personal recounts. Tomorrow you will continue writing, and we will learn about adding dialogue to our work.</i>
Standards WIDA	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night). [DISCOURSE] [WORD/PHRASE]
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 develop their events and accurately use pronouns and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.

Notes

Writing U1 W4 D1