

WEEK 4 Day 3

Writing Personal Recount

Individual Construction: Sequence of Events

Content Objective	I can write developed events. (W.3.2, W.2)
Language Objectives	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) I can write saying verbs to introduce dialogue in a personal recount. I can role play to practice the dialogue and use the Personal Recount anchor chart for support as needed. (ELD-LA.2-3.Narrate.Expressive)
Vocabulary	develop: to add more; to elaborate; to stretch out dialogue: conversation between two or more characters major events: the most important events personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain 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	● writing paper ● children's writing folders ● Personal Recount Observation Tools ● writing tools ● Dialogue slides, as needed ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Paragraph Checklist

	○ 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>We have learned a lot about how to write the sequence of events for a personal recount. We know that we can develop our events more by adding sub-events and that we can include dialogue. Today you will finish writing your sequence of events.</i>
Individual Construction 28 minutes	Distribute children's writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Review your planner and read your personal recount so far. Make a plan for what you need to do to finish writing the sequence of events. Do you need to write one event? Does an event need to be better developed with sub-events? Would you like to add dialogue? 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: ● reviewing children's planners and writing with them and suggesting next steps; ● 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 Dialogue slides and Personal Recount anchor chart to support children in generating dialogue; ● 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;

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	• 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 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 Dialogue slides and Personal Recount anchor chart to support children in generating dialogue; • 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 finished writing your sequence of events. Tomorrow you will write your conclusion.</i>
Standards	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.
WIDA	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]

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