

Unit 1: How We Learn in Our School Communities

WEEK 5 Days 1-2

Writing Personal Recount

Revising and Publishing

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

Writing U1 W5 D1-2

Use the following sheet to plan instruction for Days 1-2. See the Small Group section for recommended lessons. Note that one lesson includes introducing children to various options for print and digital publishing of their personal recounts.

Group A

Topic:

Students:

Notes:

Group B

Topic:

Students:

Notes:

Group C

Topic:

Students:

Notes:

Group D

Topic:

Writing U1 W5 D1-2

Students:

Notes:

Whole Group: Individual Construction

Objectives:

- I can revise my writing to fit the purpose, structure, and language of personal recount. (W.3.2, W.2, W.2.2.a)
- I can use feedback to revise my personal recount. (W.2.2.a, L.3.2)

Materials:

- Personal Recount Checklist, one copy for each child
- children's writing folders, including personal recounts and feedback sheets
- writing tools
- *Come on, Rain!*, Karen Hesse
- Personal Recount Observation Tools
- charts and visual scaffolds:
 - Encoding Prompting Guide table copies
 - Independent Writing Routine chart and table copies
 - Paragraph Checklist
 - Personal Recount anchor charts
 - Personal Recount Word Bank
 - 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 *Come on, Rain!*

Writing U1 W5 D1-2

*Come on Rain! is an example of a published piece of writing. It did not start as a beautiful book, like this. Before writing becomes a book, it goes through a lot of stages. Karen Hesse probably wrote a lot of drafts and **revised**, or changed, her work, based on others' feedback.*

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 personal recount for your classmates to read and enjoy!

Show one peer feedback sheet.

Last time during Writing, you gave each other feedback about your personal recounts. You will use this feedback 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 major events? Do your major events have sub-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 begin working on your front cover by creating an illustration that matches what your personal recount is about and thinking of a good title that introduces what your story is about!

Distribute writing folders and Personal Recount Checklists.

Remember, first revise based on the feedback from your partner. Once you have made your revisions, use your checklist to reflect. You may work with a partner to do this. Then you will continue working on your personal recount.

After children revise, they may begin to publish pages by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that not all children will need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new pages. Children may also type their work into Powerpoint or Google Slides to turn their stories into presentations, or publish using Google Docs.

Small Group: Orientation

Objective:

- I can write the orientation of a personal recount. (W.3.2, W.2, W.2.2.a, ELD-LA.2-3.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- Expanded Sentence table copies
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong orientation
- children's personal recounts
- 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 all 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.3.2, W.2, W.2.2.a, ELD-LA.2-3.Narrate.Expressive)

Materials:

Writing U1 W5 D1-2

- Personal Recount anchor charts
- Simple and Expanded Sentence (Personal Recount) table copies
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong sequence of events
- children's personal recounts and planners
- 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 *Come on, Rain!* 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 one existing event. 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;
 - adjusting the sequence so that events are in order.
- 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 can write developed events. (W.3.2, W.2, W.2.2.a, ELD-LA.2-3.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes well-developed events
- Personal Recount Word Bank
- Paragraph Checklist
- children's personal recounts and planners
- writing tools
- Development of Events slides, as needed for reference

Process:

- Show the Personal Recount anchor chart. Review the stages of personal recount.

- 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.
- Show the corresponding Development of Events packet, and review that writers include sub-events to make their personal recounts more interesting.
- Review the use of pronouns to replace nouns when adding to an event.
- Highlight that when we develop each event, we write a paragraph, a group of sentences that relate to the same big idea. The first sentence, or big idea, is the main event.
- Have children review their sequence of events and choose one to develop more.
- Guide children to develop one of their events. Use questions, such as the following, to prompt children's thinking.
 - What is your big idea, or main event?
 - What else happened?
 - What can you add here?
 - 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 the conclusion of a personal recount. (W.3.2, W.2, W.2.2.a, ELD-LA.2-3.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong conclusion
- children's personal recounts and planners
- 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.
- Refer children back to their conclusions and guide them to generate or revise their own conclusions. If children have not included a conclusion, have them work with a

partner or with teacher guidance to add a conclusion. 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

Objective:

- I can write a variety of past tense verbs to develop the sequence of events. (W.3.2, W.2, W.2.2.a, W.2.2.a, L.1.2.d, L.5, ELD-LA.2-3.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- Personal Recount Word Bank
- Simple and Expanded Sentence (Personal Recount) table copies
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a variety of past tense verbs
- children's personal recounts
- 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, saying, and sensing verbs that relate to the topic and characters).
- Review action verbs, saying verbs, and sensing verbs.
- 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.
- 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. (W.3.2, W.2, W.2.2.a, L.1.2.d, L.5, ELD-LA.2-3.Narrate.Expressive)

Materials:

- Personal Recount anchor charts
- Personal Recount Word Bank
- Simple and Expanded Sentence (Personal Recount) table copies
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes adverbs
- Adverbs slides, from Week 3, Day 2, as needed
- children's personal recounts
- 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.
- Guide them to replace words such as "then" and "next" with phrases that more precisely describe when the event happened.
- 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: Dialogue

Objective:

- I can include dialogue using saying verbs to tell more about characters in my personal recount. (W.3.2, W.2, W.2.2.a., ELD-LA.2-3.Narrate.Expressive)

Materials:

- Dialogue slides from Week 4, Day 2
- Personal Recount anchor charts
- Personal Recount Word Bank
- mentor text for personal recount: *Come On, Rain!*, or a child's writing that includes dialogue
- children's personal recounts
- writing tools

Process:

- Review the Dialogue Slides, highlighting how Karen Hesse uses dialogue and the saying verbs she uses.
- Show the Verbs section of the Personal Recount anchor chart and Personal Recount Word Bank. Review saying verbs and discuss changing present tense verbs to the past tense
- Refer children back to their own writing to identify one part of their personal recount they would like to add dialogue to. Use questions, such as the following, to prompt children's thinking.
 - Are there descriptive sentences that could be replaced with dialogue?
 - Where does it make sense for characters to speak?
 - Are there times where dialogue can provide more information about the characters and their relationships?

Small Group: Writing Sentences**Objective:**

- I can write complete sentences. (W.3.2, W.2, W.2.2.a, L.1.2.d, L.5)

Materials:

- Personal Recount anchor charts
- Personal Recount Word Bank
- Simple and Expanded Sentence (Personal Recount) table copies
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes complete sentences
- children's personal recounts
- drawing and writing tools
- Encoding Prompting Guide

Process:

- Show examples of sentences from the mentor texts.
- Show the Personal Recount Sentences table copy to remind the children of different types of sentences and highlighting the subject and predicate.
- Refer children back to their own writing and have them identify one part that they would like to add a sentence to. Provide them with the appropriate sentence type table copy to support their writing.
- Use the Encoding Prompting Guide to support children to
 - Say the sentence.
 - Count the words.

Writing U1 W5 D1-2

- Draw a line for each word.
- Pound, tap, and write each word.
- Do a CUPS check.

Small Group: Publishing

Objective:

- I can publish my writing using my chosen medium. (W.3.2, W.2, W.2.2.a, L.1.2.d, L.5)

Materials:

- children's personal recounts
- writing tools
- writing paper
- variety of blank paper (white paper, construction paper, cardstock)
- materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)
- Chromebooks, or other digital devices
- digital tools, such as Google Docs or Slides

Process:

- Review the following publishing options with children:
 - copy their words and illustrations onto paper (only as needed). Children make decisions about how much text to put on each page of their published pieces. They do not need to include the orientation and each event on separate pages at this stage of writing;
 - type the final draft in Google Docs and print to add children's illustrations;
 - turn their stories into presentations by typing their work into Powerpoint or Google Slides and adding illustrations by, for example, taking photos of children's drawings and adding them to the slides;
- Provide children with blank copies of writing paper and blank paper (to create book covers), as well as a variety of drawing and writing tools.
- Model how to use Google Docs. For example,
 - adjusting fonts;
 - adding images;
 - and formatting.
- Model how to use Google Slides. For example,
 - adding text boxes to include words;
 - adding images;
 - and adding additional slides.

Writing U1 W5 D1-2

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. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. L.2.3.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil). WIDA ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that orient audience to context through pictures, descriptive title, opening statements (It was a dark and stormy night; “What?!” exclaimed Mom) to capture the reader’s interest. [DISCOURSE] [WORD/PHRASE] ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so). [DISCOURSE] [WORD/PHRASE] ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through declarative statements to provide closure (The End, It was over for good.). [DISCOURSE] [SENTENCE]

Writing U1 W5 D1-2

ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through verbs to describe what characters do, think, and feel. [WORD/PHRASE]

ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that develop story with time and event sequences, complication, resolution, or ending through saying verbs (yelled, said, whispered) to add details about characters in dialogs. [WORD/PHRASE]

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]

ELD-LA.2-3.Narrate.Expressive. Construct language arts narratives that orient audience to context through adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner). [WORD/PHRASE]