

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 5

Writing Personal Recount

Post-Assessment

Content Objective	I can write a true story from my life. (W.3.2)
Materials and Preparation	● Personal Recount Post-Assessment sheet, 3 copies for each child, plus a few extra copies ● writing tools ● Personal Recount Rubric, one copy for each child ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount Word Bank
Opening 5 minutes	<i>You have learned so much about personal recount! Today I want to find out more about what you learned, so you will do some writing by yourself.</i> Show the Personal Recount Post-Assessment sheet. <i>Just like you did at the beginning of the unit, you will write a true story from your life. It could be something you did with your family, or something you did at school.</i> Refer to the Independent Writing Routine chart. Point to Step 1. <i>Before you write, you can practice your story by telling it.</i> Point to Step 2. <i>Tell your partner a true story from your life.</i>
Individual Construction 24 minutes	Send the children with writing tools and Post-Assessment sheets. As necessary, for children who are not yet fully demonstrating their understanding by writing complete sentences, circulate to record dictation of their personal recount. This oral telling will be used alongside their

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	drawing and writing to get a more complete picture of their current skills.
Closing 1 minute	<i>It's so helpful for me to read your writing and to see what you learned!</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.
Ongoing assessment	Use the Personal Recount Rubric to score each child's work.

Notes

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