

WEEK 6 Day 5

Writing Personal Recount

Joint Construction and Individual Construction:
Orientation and Sequence of Events

Content Objectives	I can write a personal recount that begins with an orientation and includes a sequence of events. (W.3.K.b) I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)
Language Objective	I can write a personal recount that orients the reader and retells the sequence of events in order. I can use the Personal Recount anchor chart for support as needed. (ELD-LA.K.Narrate.Expressive)
Vocabulary	communicate: to share an idea by talking, writing, or showing someone else orientation: in a personal recount, the text that introduces the story personal recount: a genre of writing whose purpose is to tell a true story from the writer's life sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing
Materials and Preparation	• class personal recount: Orientation chart, Personal Recount Planner, first and second events • blank sheet of chart paper and marker • children's writing folders, including their Personal Recount Planners and personal recounts • sequence of events papers: horizontal and vertical • drawing and writing tools in caddies • Personal Recount Observation Tools • charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Independent Writing Routine chart and table copies ○ Personal Recount anchor chart

Writing U1 W6 D5

	○ Personal Recount Topics chart ○ Simple and Expanded Sentence (Personal Recount) charts ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday we wrote the second event in our personal recounts. Today we will review what we've written so far to make sure we have included all of the parts.</i>
Joint Construction 10 minutes	<i>Let's read what we've written so far.</i> Read the class personal recount. Refer to the Personal Recount anchor chart. <i>Let's make sure we included all the parts of a personal recount. Do we have an orientation?</i> <i>Does it introduce when our story happened, who was in the story, what we did, and where it happened?</i> <i>Did we include the sequence of events?</i> <i>We wrote two events, but we don't need to stop there! Are there any more events we should add?</i> If children suggest adding an event, use Interactive Writing to add a page to the class personal recount.
Individual Construction 18 minutes	Distribute children's writing folders. Point to the Independent Writing Routine chart: Step 1. <i>Today you will also review your personal recount and decide what you might like to change or add. Maybe you want to write another event. Maybe you want to add more to your illustrations or labels. Review your writing and think about what you will work on today. 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. As the children tell their plans to their partners, circulate to support them. Support could include: ● referring children back to their orientations and events to remember their stories; ● reminding children of the routine for talking to a partner; ● referring to the Expanded Sentence (Personal Recount) chart to

Writing U1 W6 D5

	ELD-LA.K.Narrate.Expressive. Construct language arts narratives (with prompting and support) that describe story events through verbs to describe character actions (jumped), feelings (was sad), behaviors (eating). [SENTENCE] [WORD/PHRASE]
Ongoing assessment	As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation and sequence of events) and the Means of Expression used to show them. Take notes on the Personal Recount Observation Tool.