

Unit 1: Building Strong Communities

WEEK 5 Day 1

Writing Personal Recount
Pre-Assessment

Content Objective	I can draw and write a true story from my life. (W.3.1.b)
Language Objective	I can recount a true story from my life to my partner. (SL.1.1.a)
Materials and Preparation	<ul style="list-style-type: none">● Personal Recount Pre-Assessment sheet, 3 copies for each child, plus a few extra copies● writing tools● Personal Recount Rubric, one copy for each child● Personal Recount Assessment Reflection
Opening 5 minutes	<p><i>Most of the time when we write this year, we will work together. You will talk to each other about your writing and get help from your classmates and from me. A few times during the year, I will ask you to write something all by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Personal Recount Pre-Assessment sheet.</p> <p><i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says “Write a true story from your life.” The story could be anything that happened in your life, like something you did with your family, or something you did at school.</i></p> <p><i>Before you write, you can practice your story by telling it.</i></p> <p>Think, Pair, Share.</p> <p><i>Tell your partner a true story from your life.</i></p>
Individual Construction 24 minutes	Send the children with writing tools and Pre-Assessment sheets.

Closing 1 minute	<i>It's so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Use the Personal Recount Rubric to score each child's work. Then, complete the Personal Recount Reflection to plan for next steps.

Notes

Personal Recount Pre-Assessment

Name: _____ Date: _____

Write a true story from your life.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Grade 1 Personal Recount Rubric

Child's Name: _____

Purpose (W.3.1.b)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Purposes are mixed.	Mostly accurate but one or more sentences deviate from purpose.	Accurate purpose and all sentences support the genre purpose.
Structure (W.3.1.b)	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: Includes all events documented in sequence; includes major and sub-events		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying ending.

Language	Not Observed	1	2	3	4
Verbs: uses a variety of verbs to develop the topic and characters (L.1.1d)		Verbs are written in different tenses. The same verbs are repeated throughout.	Most verbs are written in the past tense and related to the topic.	Includes past tense verbs related to the topic.	Includes a variety of past tense verbs related to the topic. Verbs help to develop characters.
Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next.”) (L.1.1.f)		Lack of temporal words and phrases causes confusion.	Minimal or no use of temporal words and phrases to signal event order.	Introduces most new events using phrases of time.	Introduces all new events using phrases of time.
Conventions	Not Observed	1	2	3	4
Sentence Complexity (L.1.1.i)		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization (L.2.1.a)		Minimal or incorrect use of upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
Punctuation (L.2.1.b)		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes in addition to end punctuation.

Spelling (L.2.1.d, L.2.1.e.)		Errors in spelling are severe and often obscure meaning.	Frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.
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Personal Recount Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

Which children were not able to demonstrate knowledge of the genre, because they are emerging writers?

For these children, find time to have them orally tell a personal recount, and take notes on the Personal Recount Observation Tool.

Writing U1 W5 D1

When and how will I address children’s needs?
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.1.3)	Week 5, Day 2
Structure (W.1.3)	Orientation: Week 5, Day 4 Sequence of Events: Week 5, Day 5; Week 6, Day 1 Conclusion: Week 6, Day 2
Language	Verbs (L.1.1d): Week 7, Day 1 Phrases of Time (L.1.1g): Week 7, Day 4
Conventions	Some conventions will be addressed through Foundations. In Week 7, Days 2-3, children write independently, with space for additional instruction in genre elements and conventions, based on children’s needs.

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p>Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part: through illustration or with words.)</p>		
<p>Sequence of Events: includes all events documented in sequence; includes major and sub-events</p>		
<p>Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used)</p>		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of verbs to develop the topic and characters		
Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next”)		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 8 revisions, based on observations

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