

April: Writing: Personal Narrative

Content Area: **English**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Text Type: Narrative

Personal narratives tell the big and small stories of our lives. Personal narratives are typically the easiest, most natural form of writing for children because the stories are already complete inside their minds, which enables the words to flow more easily onto the paper. It is this easy flow of words that supports students' efforts to produce a complete piece of writing. This allows teachers more opportunities to help students refine their writing because they better understand the heart of their pieces. As teachers surround their students with this natural, life-enriching genre, wonderful opportunities will be presented for students to make connections with themselves and others. Constructing meaningful personal narratives helps students discover important things about who they are and what they hope to be like in the future. This type of writing also helps students make sense of their life experiences and discover that others may share similar experiences, even when they may have little else in common.

Enduring Understandings

Writing a personal narrative allows a writer to make connections with readers about important personal ideas.

Essential Questions

How does a writer make a connection with a reader by writing about personal experiences and ideas?

Instructional Strategies & Learning Activities

Grade K Personal Narrative

Immersion: Interactive Read-Aloud Lessons

Day 1:

Real Experiences

uses all of the mentor texts from the unit, particularly Knuffle Bunny by Mo Willems.

Rationale: Use *Knuffle Bunny* by Mo Willems to demonstrate how personal narratives are inspired by real events or experiences. Students will think about and discuss the author's process, from considering what story to tell to deciding how it will be told.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 2:

One Thrilling Event

uses *Roller Coaster* by Marla Frazee.

Rationale: Use *Roller Coaster* by Marla Frazee to show how the author writes a narrative about one thrilling event through pictures and words—an event she knows oh so well. Students will discuss the sequence of events, details, and emotions this story evokes.

Common Core State Standards: W.K.1, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 3:

Real People

uses *I Know a Lady* by Charlotte Zolotow.

Rationale: Use *I Know a Lady* by Charlotte Zolotow as an example of how stories are often inspired by the special people in our lives. Students will hear how some personal stories tell about many events or experiences that have a common thread—in this case, a special person.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 4:

Writers Remember

uses *Watch Out for the Chicken Feet in Your Soup* by Tomie dePaola.

Rationale: Use *Watch Out for the Chicken Feet in Your Soup* by Tomie dePaola to show how writers bring memorable people and moments to life. Students will listen to and observe how writers bring out their characters' voices and traits through dialogue, descriptions, and illustrations.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 5:

Writers Love Language

uses *Let's Go Home: The Wonderful Things About a House* by Cynthia Rylant.

Rationale: Use *Let's Go Home: The Wonderful Things About a House* by Cynthia Rylant to demonstrate the power of words. Students will think closely about the author's choice of words and their effect on the story and the readers.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Mini-Lessons

Generating Ideas I: Tell Me a Story

uses *The Chalk Doll* by Charlotte Pomerantz.

Rationale: Ideas often come from questions, family stories, and keepsakes. Students will think about the family

stories they often hear and family keepsakes they hold dear to inspire ideas for writing.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Generating Ideas II: Memorable Moments Evoke Emotion

uses *Hello Ocean* by Pam Muñoz Ryan and *Knuffle Bunny* by Mo Willems.

Rationale: Writers reflect on and record their thoughts about their world. Students will think about their daily experiences and feelings as inspiration for narrative writing.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Generating Ideas III: Places That Stories Come From

uses *Dream Weaver* by Jonathan London.

Rationale: When you live a writer's life, you know there are ideas all around. Students will discuss how stories often

come from their personal experiences and observations of places they love to explore or visit.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.6

Generating Ideas IV: Big Ideas

uses *The Moon Was the Best* by Charlotte Zolotow and *Let's Go Home: The Wonderful Things About a House* by

Cynthia Rylant.

Rationale: Writers consider what they want to say and how they will say it. Students will examine big ideas and the

many stories inside them.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,

L.K.6

Selecting: Decide What to Stick With

uses all of the mentor texts from the unit, particularly *Roller Coaster* by Marla Frazee and *I Know a Lady* by Charlotte Zolotow.

Rationale: Writers often consider purpose, audience, and commitment to their ideas when deciding what to publish. Students will consider these things, too, as they reread the writing they have in their Writing Folders.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6,

L.K.1, L.K.2,
L.K.6

Drafting I: Organization – Snapshots

uses *The Chalk Doll* by Charlotte Pomerantz and *The Moon Was the Best* by Charlotte Zolotow.

Rationale: Writers plan the structure of their writing and envision its organization as a whole. Students will try a

common text structure as a way to organize their writing.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Drafting II: Organization – One Event

uses *Watch Out for the Chicken Feet in Your Soup* by Tomie dePaola, *The Chalk Doll* by Charlotte Pomerantz, and students' drafts.

Rationale: Writers plan how their stories will be organized so that readers fully understand them. Students will recognize how stories can focus on one event, told in sequential order, and will try this story structure with their own ideas.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.6

Revising I: Reread – Do You Get the Point?

uses *Hello Ocean* by Pam Muñoz Ryan and students' drafts.

Rationale: Revision must include ways to help writers reread and “re-see” their writing. Students will discuss and

practice strategies for rereading their writing.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.6

Revising II: Models of Good Writing

uses *Roller Coaster* by Marla Frazee and students' drafts.

Rationale: Writers use mentor texts to identify ways of improving their own writing. Students will reread a mentor

text to study the author's craft. They will name and use these techniques to enhance their personal narratives.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,

L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Revising III: Tell Me More

uses *Snow* by Uri Shulevitz, *The Chalk Doll* by Charlotte Pomerantz, and students' drafts.

Rationale: Writers often slow down time by focusing on details and painting vivid scenes and images. Students will

reread their drafts to decide on places where they can add these slowed-down moments.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Editing I: Notice Punctuation

uses *Knuffle Bunny* by Mo Willems and students' drafts.

Rationale: Writers make conscious choices about the final punctuation they choose based on how it enhances the readers' experience of a text. Students will discuss the reasons why writers choose certain punctuation marks over others and will then edit and reconsider their own punctuation choices.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.6

Editing II: Notice More Punctuation

uses *Knuffle Bunny* by Mo Willems and students' drafts.

Rationale: Writers use punctuation to enhance readers' understanding and appreciation of a piece. Students will discuss the reasons why writers use punctuation, and then they will edit their own drafts to ensure effective punctuation.

Common Core State Standards: W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.6

Publishing: Check for Finishing Touches

uses *Dream Weaver* by Jonathan London, *Knuffle Bunny* by Mo Willems, various other book selections, and students' final pieces.

Rationale: Writers read their final drafts to make sure they have included all of the finishing touches for publication.

Students will consider the finishing touches they desire for their published pieces and will complete a checklist to ensure their inclusion.

Common Core State Standards: W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.6

Integration of career readiness, life literacies and key skills

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CAEP.9.2.4.A.2

Identify various life roles and civic and work - related activities in the school, home, and

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| | community. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |

Technology and Design Integration

Students will interact with the lessons using the Smartboard.

Utilize programs on the iPad.

Use websites to display literature in various ways for example www.storylineonline.net

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

Interdisciplinary Connections

Interdisciplinary connections will be made through mentor texts and student choice in writing topics. Math, Social Studies, Science.

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| SCI.K-ESS2-1 | Use and share observations of local weather conditions to describe patterns over time. |
| SCI.K-ESS3-2 | Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. |
| VPA.1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| SCI.K-2-ETS1-2 | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.

- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components:**

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Individual student differentiation will be offered to students needing assistance, or challenge.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accommodations, modifications for students needing assistance by teacher discretion.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher Observation

Student Performance Check List

Standard Based Writing Rubric

Student Writing Conferences

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher conference

Anecdotal notes

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection

uses all of the mentor texts from the unit and a self-reflection questionnaire.

Rationale: Evaluating and reflecting on the writing process enables writers to name what they've learned and

strengthen their writing identity. Students will reread their pieces with these purposes in mind.

Final writing piece assessment

Instructional Materials

Schoolwide, Inc. "Personal narrative" teacher unit

Mentor Texts

The Chalk Doll

by Charlotte Pomerantz

Dream Weaver

by Jonathan London

Hello Ocean

by Pam Muñoz Ryan

I Know a Lady

by Charlotte Zolotow

Knuffle Bunny: A Cautionary

Tale

by Mo Willems

Let's Go Home: The

Wonderful Things About a

House

by Cynthia Rylant

The Moon Was the Best

by Charlotte Zolotow

Roller Coaster

by Marla Frazee

Snow

by Uri Shulevitz

Watch Out for the Chicken

Feet in Your Soup

by Tomie dePaola

Standards

CCSS.ELA-Literacy.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-Literacy.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

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| CCSS.ELA-Literacy.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| CCSS.ELA-Literacy.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| CCSS.ELA-Literacy.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| CCSS.ELA-Literacy.W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| CCSS.ELA-Literacy.W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS.ELA-Literacy.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CCSS.ELA-Literacy.W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| CCSS.ELA-Literacy.W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| CCSS.ELA-Literacy.W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |