# 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

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |

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| 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. |
| CAEP.9.2.4.A.2 | Identify various life roles and civic and work - related activities in the school, home, and 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. |

## 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 willl be made through mentor texts and student choice in writing topics. Math, Social Studies, Science.

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| 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. |
| 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. |

## 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 ACCOMMOCATIONS 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

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| 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.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.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.7 | Participate in shared research and writing projects (e.g., explore a number of books by a |

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| | favorite author and express opinions about them). |
| 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.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.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| 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.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.L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| CCSS.ELA-Literacy.L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| CCSS.ELA-Literacy.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |