Dec. SW Gr. 1 WRITING: Personal Narrative

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 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 provides 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

Writers of personal narratives often take readers on a journey, describing a sequence of events that create interest and re-create memorable experiences.
Students recognize that they too have memorable and interesting experiences to share.

Essential Questions

What techniques and structures do successful personal narrative writers use?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
New Stories!
uses all of the mentor texts from the unit, particularly Little Nino's Pizzeria by Karen Barbour.
Rationale: Students will preview the mentor texts and begin to connect storytelling to the personal narratives they will read and write.

Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 2:
Personal Narratives Make It Personal
uses When I Was Five by Arthur Howard.
Rationale: Students will examine the components of many personal narratives, including realistic details and first-person narrators, using When I Was Five by Arthur Howard.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 3:
Personal Narratives Make It Passionate
uses I Love My Hair! by Natasha Tarpley.
Rationale: Students will connect the relationship between personal narratives and autobiography as well as storytelling and personal experiences. Use I Love My Hair! by Natasha Tarpley to examine how personal narratives are about the writer's personal expressions and experiences.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 4:
Personal Narratives Have a Strong Sense of Place
uses My Little Island by Frané Lessac.
Rationale: Students will examine how authors use illustrations and descriptive details to re-create the special places where important events and memorable moments occurred. Use My Little Island by Frané Lessac to show how personal narratives have a strong sense of place.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 5:
Personal Narratives Make a Point
uses My Big Brother by Valerie Fisher.
Rationale: Students will examine how personal narratives can record important moments and special memories
from the writer's home and family life. Use My Big Brother by Valerie Fisher as a demonstrative text.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Mini-Lessons
Generating Ideas I: Writing Is Storytelling
uses The Keeping Quilt by Patricia Polacco.
Rationale: Writers often derive inspiration from the stories they themselves love to hear. Students will use stories

they love to hear or know from their personal experience to help them generate ideas for writing.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.6

Generating Ideas II: No Place Like Home
uses My Steps by Sally Derby.
Rationale: Writers of personal narratives often explore the feelings associated with being "at home" or "going home" to a particular place. Students can readily recognize the sense of place that characterizes the personal narratives they read and emulate the theme of home in their own writings and drawings.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Generating Ideas III: Stories Take You on a Journey
uses My Visit to the Aquarium by Aliki.
Rationale: Writers of personal narratives often take readers on a journey, describing a sequence of events that create interest and re-create memorable experiences. Students recognize that they too have memorable and interesting experiences to share and can do so more successfully by including descriptive details and temporal words from beginning to end.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Generating Ideas IV: Writing to Remember
uses When I Was Five by Arthur Howard.
Rationale: Writers write personal narratives to remember who they were and where they have been. Students will
remember and reflect on who they were and what they did when they were younger compared to who they are now.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Generating Ideas V: Writing Rituals
uses I Love My Hair! by Natasha Tarpley.
Rationale: Writers of personal narratives draw upon familiar rituals and traditions for their topics. Students will
recognize that the rituals that have personal significance for them make excellent topics to share with others.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Selecting: Which Story Do I Tell?
uses students' Writing Folders.
Rationale: Personal narrative writers have various ideas and stories they collect. Then they carefully select one to

focus on, develop, and publish. Students will look through their Writing Folders to find the best ideas to turn into an
expanded personal narrative they can share with an audience.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Drafting I: Story Structure
uses Little Nino's Pizzeria by Karen Barbour.
Rationale: Writers plan the structure of their writing and envision its organization as a whole when they draft. Students will recognize how stories are structured and begin to use a narrative structure to organize their own writing.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.6

Drafting II: A Sense of Closure
uses Diary of a Spider by Doreen Cronin, My Little Island by Frané Lessac, My Visit to the Aquarium by Aliki, and
students' drafts.
Rationale: Writers plan the structure of their writing and envision its organization so that it includes a beginning,
middle, and end. Students will learn that writing with a sense of closure is important to a cohesive narrative.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Revising I: Adding Dialogue
uses Do Like Kyla by Angela Johnson and students' Writing Folders and drafts.
Rationale: Writers add dialogue to their writings to give life to their characters and to help their characters express
ideas and feelings clearly. Students will revisit and revise their drafts by deciding where they can add dialogue to
create interest and bring out their characters' voices.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.6

Revising II: Details, Details, Details
uses My Little Island by Frané Lessac and students' drafts.
Rationale: Writers revise by adding sensory details and concrete examples to make their writing more interesting
and clearer to readers. Students will revise their earlier work to create more substantive and descriptive drafts and
further their understanding of the writing process.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,

L.1.2, L.1.6

Editing I: Writing Different Voices
uses I Love My Hair! by Natasha Tarpley and students' drafts.
Rationale: Writers use quotation marks to show readers when different characters are "speaking." Students will
work to recognize how quotation marks function and will explore the role of editing as part of the writing process.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.6

Editing II: Putting a Stop to It
uses Do Like Kyla by Angela Johnson and students' drafts.
Rationale: Writers use punctuation to show clearly where sentences end. Students will consider readers' needs and
edit their papers to ensure clear end punctuation.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Publishing I: Finishing Touches
uses students' final pieces.
Rationale: Writers of children's literature take pride in the finished product and delight in knowing that their work
will reach readers. Students who take ownership of their writing, like the professional writers they read do, write
with greater enthusiasm and confidence.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.4, L.1.6

Publishing II: About This Author
uses selections from the unit with "About the Author" notes.
Rationale: Writers include biographical details about themselves in their writings to personally connect with readers. Students will add biographical notes to their writings to further their identification of themselves as authors.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.6

Integration of Career Readiness, Life Literacies, and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.2	Explain the importance of respecting digital content of others.
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Technology Integration

Technology is integrated using the smartboard as a group and ipads.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.CS.2	Explain the functions of common software and hardware components of computing systems.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

Interdisciplinary Connections

Mentor text and student choice for writing will create interdisciplinary connections for students individually.

6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Differentiation

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

- 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:

Choices of personal reading texts will be leveled or matched to each students interest and comfort levels.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

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

Additional Modifications and Accommodations used in this unit:

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 conferences

drafts

ancecdotal records

Benchmark Assessments

Writing Sample administered twice a year.

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:

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 a self-reflection questionnaire.
Rationale: All writers use self-reflection to learn and grow as writers. A self-assessment questionnaire will help
students understand how they have grown over time.

Teacher made assessments

final writing pieces

Instructional Materials

Schoolwide, Inc. "Personal Narrative" teacher instructional unit

Mentor Texts
Diary of a Spider
by Doreen Cronin
Do Like Kyla
by Angela Johnson
I Love My Hair!
by Natasha A. Tarpley
The Keeping Quilt
by Patricia Polacco
Little Nino’s Pizzeria
by Karen Barbour

My Big Brother
by Valerie Fisher
My Little Island
by Frané Lessac
My Steps
by Sally Derby
My Visit to the Aquarium
by Aliki
When I Was Five
by Arthur Howard

Additional "Choice' texts" for students for differentiating

Smartboard applications

Video and links as noted in unit

Standards

LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.4	(Begins in grade 3)
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.10	(Begins in grade 3)
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	Presentation of Knowledge and Ideas
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.1.F	Use frequently occurring adjectives.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.H	Use determiners (e.g., articles, demonstratives).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.3	(Begins in grade 2)
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).