March WRITING: Personal Narratives

Content Area: **English**
Course(s):
Time Period: **March**
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 allows teachers more opportunities to help students refine their writing because they better understand the heart of their pieces. As teachers surround 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

Personal narratives are a form of writing that allows the writer to tell stories from thier own lives. They help the writer tell the readers about who they are and what they know and feel.

Essential Questions

How do authors' tell their stories through personal narratives, and what process and techniques do they use to create successful narrative writing?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
What Is Personal Narrative?
uses all mentor texts from the unit.
Rationale: Students will participate in collaborative discussions with peers in small and large groups and will be answering questions to gather information and deepen their understanding of personal narratives.

Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 2:
The Structure of Personal Narratives
uses My Abuelita by Tony Johnston.
Rationale: Students will recount or describe key ideas or details from the texts read aloud to demonstrate and deepen understanding of the chronological structure of narratives.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 3:
Describe It for Me!
uses the teacher's selection of mentor texts from among Up North at the Cabin by Marsha Wilson Chall, My Abuelita by Tony Johnston, Owl Moon by Jane Yolen, or Ma Dear's Aprons by Patricia McKissack.
Rationale: Students will learn to listen for and notice how writers use rich, descriptive language to draw readers into their texts and create images in their readers' minds.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 4:
Just Picture It!
uses The Keeping Quilt by Patricia Polacco and The Day of Ahmed's Secret by Florence Parry Heide and Judith Heide Gilliland.
Rationale: Students will learn how illustrations contribute to the tone of a story and add information in order to enhance the text. They will discuss the similarities and differences between the illustrations in two mentor texts and then create and write about illustrations of their own based on one of the stories read aloud.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 5:
Let's Connect!
uses How My Parents Learned to Eat by Ina R. Friedman.
Rationale: Personal narratives are told by people all over the world. Students will discover that although each personal narrative is unique in some way, the stories often share common feelings and emotions that everyone can
connect with.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.4, L.2.5, L.2.6

Mini-Lessons

Generating Ideas I: Celebrations and Traditions
uses Snapshots from the Wedding by Gary Soto.
Rationale: Writers are inspired to write about the traditions, celebrations, and people they love who are a part of
their lives. Students will use their personal celebrations, traditions, and people who are important in their lives as
inspiration for their writing.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Generating Ideas II: Family Stories
uses The Keeping Quilt by Patricia Polacco.
Rationale: Writers find ideas to write about in their own family stories. Students will think about family stories they
have heard from relatives in order to generate ideas for their own writing.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Generating Ideas III: Important Events
uses The Day of Ahmed's Secret by Florence P. Heide and Judith Heide Gilliland.
Rationale: Writers can find inspiration for stories in the important events in their lives. Students will think about and
generate a list of important, life-changing events they have experienced that they might like to write about and share with their readers.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Generating Ideas IV: Recapturing Memories
uses Looking Back by Lois Lowry.
Rationale: Looking at a special photograph can help writers observe very closely and recapture memories to write
about. Students will use personal photographs as inspiration for recapturing details of special memories they can
write about.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1, L.2.2,
L.2.6

Generating Ideas V: Sharing From the Heart
uses Jamaica Louise James by Amy Hest.
Rationale: Writers are often inspired to write stories about their special talents and how they use them to make others happy. Students will consider the things or special talents they enjoy and do well that they may want to share in order to inspire or help others.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Selecting: That's a Great Idea!

uses The Day of Ahmed's Secret by Florence P. Heide and Judith Heide Gilliland, Jamaica Louise James by Amy
Hest, The Keeping Quilt by Patricia Polacco, Looking Back by Lois Lowry, and Snapshots from the Wedding by
Gary Soto.
Rationale: The decision a writer makes when selecting a story for further development is often based on a strong
feeling that there is more to be said about the topic. Students will reread the entries in their Writers' Notebooks and
select an idea or topic that they feel passionate about and would like to develop into a story.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.6

Collecting I: Gathering More Information
uses How My Parents Learned to Eat by Ina R. Friedman.
Rationale: As writers begin to examine closely the stories of their lives, they may find the need to gather more information to support what they already know. Students will consider strategies to collect more details and gain a
better understanding of their whole story.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.1,
L.2.2, L.2.6

Collecting II: The Inside Story
uses Up North at the Cabin by Marsha Wilson Chall.
Rationale: When writing a personal narrative, writers often reveal their inner thoughts and feelings, or the "inside
story" of their pieces. Students will consider their personal thoughts and feelings about the events and experiences
surrounding their topics and how they might incorporate these into their writing.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Collecting III: What's the Sense?
uses Owl Moon by Jane Yolen.
Rationale: Writers often gather details from the memories of their senses to help them add dimension and interest
to a story. Students will think about the senses they experienced related to the events of their stories and how they
might include interesting words and details that describe them.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4,
L.2.5, L.2.6

Drafting I: Marking Time
uses My Abuelita by Tony Johnston.
Rationale: When telling stories, writers make intentional decisions about how to move readers through time.

Students will make decisions about how to use temporal or transition words and phrases to signal the order of events and to help plan and draft their narratives.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4,
L.2.5, L.2.6

Drafting II: The Whole Story
uses Owl Moon by Jane Yolen.
Rationale: Writers of personal narratives use a story structure that includes a sequence of events presented in a logical order. Students will structure their stories to include a clear beginning, middle, and end, using main ideas
and supporting details.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Drafting III: Great Revelations
uses My Abuelita by Tony Johnston.
Rationale: Writers reveal, or uncover, something important in personal narrative writing. This presents a sense of
purpose and focus as the readers move through the text. Students will reveal an important idea in their stories as
they unfold and conclude.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Revising I: Say What?
uses The Day of Ahmed's Secret by Florence P. Heide and Judith Heide Gilliland.
Rationale: Writers use narrative techniques, such as dialogue, to enhance meaning and add interest to their stories.
Students will begin revising their drafts by determining how and where to incorporate dialogue in order to make
their writing more engaging and meaningful.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Revising II: The Magic of Voice
uses Looking Back by Lois Lowry.
Rationale: When writing personal narrative it is important that the writer's voice, or personality, comes through the
words; the words should be "heard" by the readers. One strategy writers use to do this is to reveal their inner feelings. Students will revise their drafts to add voice to their narratives by including their inner feelings.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4,
L.2.5, L.2.6

Revising III: A Way With Words
uses Ma Dear's Aprons by Patricia McKissack.
Rationale: Writers use vivid descriptions in personal narratives to bring the readers more fully into their

stories.
Sometimes they put words together in interesting ways to help them express precisely what they want to say. Students will learn how writers use descriptive words and how they, too, can put words together to express their
thoughts in an engaging way that draws their readers into their stories.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4,
L.2.5, L.2.6

Editing I: CUPS Editing Checklist
uses an editing checklist.
Rationale: Writers need to have a system for editing their writing. An editing checklist will help students examine
and edit the conventions of text as necessary to help them communicate in writing. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Editing II: How Do I Spell . . . ?
uses students' drafts.
Rationale: Standard spelling within a piece of writing enables the readers to read and take meaning from it. Writers
often ask for help with proofreading and editing spelling to make their writing more readable. Students will work
with a partner to proofread and peer edit each other's drafts for any spelling errors and then edit their drafts based
on their partner's findings.
Common Core State Standards: W.2.3, W.2.5, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.6

Publishing: Author's Note and Dedication
uses Ma Dear's Aprons by Patricia McKissack and My Abuelita by Tony Johnston.
Rationale: Writers base personal narrative stories on experiences from their lives. Author's Notes and Dedications
often explain where the idea for the story came from. Students will share with their readers the inspiration for their
stories by including an Author's Note and a meaningful Dedication.
Common Core State Standards: W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.6

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
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.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	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).
	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.
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
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.
	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Interdisciplinary Connections

Through the mentor texts, and personal choice text, students will make interdisciplinary connections during the writing process.

SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference

materials to support in-depth writing endeavors, based on choice.

- 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:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

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.

Modifications and Accommodations used in this unit:

IEP modifications will be followed

RTI support in writing

conferencing,

re-teaching mini-lessons

extended writing time/opportunities

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:

DRA and Aimsweb

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

worksheets

Anecdotal records

Student drafts

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: Students are more engaged learners when they are actively involved in the evaluation process. Teaching
students to reflect on their own growth as writers and the effectiveness of the strategies they use will help them set
goals for their future as independent writers.

Final writing pieces

Teacher made assessments

Instructional Materials

Schoolwide, Inc. "How Writers Work" teacher instructional unit

Mentor texts:

Mentor Texts
The Day of Ahmed's Secret
by Florence P. Heide and
Judith Heide Gilliland

How My Parents Learned
to Eat
by Ina R. Friedman
Jamaica Louise James
by Amy Hest
The Keeping Quilt
by Patricia Polacco
Looking Back
by Lois Lowry
Ma Dear's Aprons
by Patricia McKissack
My Abuelita
by Tony Johnston
Owl Moon
by Jane Yolen
Snapshots from the Wedding
by Gary Soto
Up North at the Cabin
by Marsha Wilson Chall

Leveled texts to be used as additional resources to differentiate instruction

leveled resources for research into topics of interest

Links and videos (Schoolwide and teacher chosen)

Smartboard applications

document camera

Standards

CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCSS.ELA-Literacy.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.2.1.a	Use collective nouns (e.g., group).
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCSS.ELA-Literacy.L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-Literacy.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
CCSS.ELA-Literacy.L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
CCSS.ELA-Literacy.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.ELA-Literacy.L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CCSS.ELA-Literacy.L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).