

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Narratives are reflective stories writers can craft about their own lives.</li><li>▪ Personal narratives can contain characteristics of fictional writing.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ Why is it better to focus narrative writing on a small moment in time rather than write a larger story?</li><li>▪ How does a writer plan which details to include in the narrative?</li><li>▪ What is the structure of a personal narrative?</li><li>▪ What revision techniques and editing skills do good writers use?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Writers focus narratives on a small moment in time, stretching out the moment with drama and detail.</li><li>▪ Writers use mentor texts to guide their own writing.</li><li>▪ Writers use planning, drafting, revising, and editing to produce a well developed personal narrative.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ small moment, edit, revise, dialogue, personal narrative</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Write a personal narrative about a small moment which includes effective leads and endings, details in settings, dialogue, varied sentences and descriptive word choice.</li><li>▪ Understand the difference between editing and revising.</li><li>▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.</li></ul>

<p><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u></p> <p>B. Writing</p> <p>B1.Interconnencted Elements</p> <p>Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes.</p> <p>h. Create legible final drafts.</p> <p>B2.Narrative</p> <p>Students write narratives that relate events, ideas, observations, or recollections.</p> <p>a. Provide enough details and description in an organized manner so the reader can imagine the event or experience.</p> <p>b. Develop major events, settings, and characters and deal with problems and solutions in a story.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p> <p>d. Include sensory details.</p> <p>D. Language</p> <p>D1.Grammar and Usage</p> <p>Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p> <p>D2.Mechanics</p> <p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p>a. Use end marks correctly.</p> <p>b. Capitalize correctly.</p> <p>c. Spell high-frequency grade-level words.</p>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ <u>Reading with a Writer's Eye</u> In this lesson, students will study mentor texts in partnerships and identify the qualities of strong narrative writing that these stories demonstrate.</li><li>▪ <u>Effective Leads</u> This lesson will show how the lead of the story captures the reader's attention. The lead (beginning or introduction) establishes the direction your writing will take. A good lead grabs the reader's attention and refuses to let go. Below are some ideas on how to write an interesting lead. Not every type of lead will work for every writer or for every piece of writing.  Question: Open with an interesting question that relates to the main idea. Example: Have you ever wondered how you would survive if you found yourself alone in the wilderness? How would you defend yourself against predators? What would you eat? Where would you find water?  Riddle: Open with a riddle that the reader can solve by reading further. Example: What textbook has no pages, is miles wide, and smells like a creek? It's been around for millions of years. That's right--Outdoor School.  Announcement: Open with an announcement about what is to come. Example: The trait of voice is very important in writing. However, it is difficult to teach and even more difficult to learn. It is similar to athletic ability because it is more like a talent than a skill.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Writing Workshop Checklist</li><li>▪ Writing Sample.</li></ul>

<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Units of Study for Teaching Writing: K-2</u> – Lucy Calkins</li><li>○ <u>The Continuum of Literacy Learning</u> – Gay Su Pinnell and Irene Fountas</li><li>○ <u>A Quick Guide to Reaching Struggling Writers</u> - M Colleen Cruz</li><li>○ <u>A Quick Guide to Making your Teaching Stick</u> - Shanna Schwartz</li><li>○ <u>Units of Study for Primary Writing: A Yearlong Curriculum</u> – Calkins</li><li>○ <u>Seeing the Possibilities</u> - Calkins</li><li>○ <u>Study Driven</u> - Calkins</li><li>○ <u>Strategies that Work</u> – Stephanie Harvey</li></ul></li></ul>
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