

Unit 2: Narrative
Grade One
Timeframe: 6 weeks

Unit Overview: In first grade the personal narrative text type is referred to as “Small Moments” (from Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn). The lessons in Personal Narrative have been organized in two parts. Lessons 1-18 are an introduction to small moments and Lessons 19-34 focus on mechanics (conventions) and revision. The mechanics lessons can be retaught as needed throughout the year.

The goal for narrative writing is to recount two or more appropriately sequenced events, include some details regarding what happened, use words to signal event order, and provide some sense of closure. Students will revise, edit, and publish a Small Moment. At the end of the unit there is a celebration. You, the teacher, will determine the format of the final product as well as the celebration. Celebrations need not be elaborate, but are a very important part of the writing process.

NOTE REGARDING WRITING PARTNERSHIPS: We recommend that you create writer partners for students and change them throughout the year. This is a very helpful management tool in addition to being valuable for the students.

Partnerships can be based on behavior in addition to academic levels. You may want to have students at similar writing levels for the first part (Lessons 1-18) and similar reading levels for the second part (Lessons 19-34). Students have assigned seats in the meeting area. It is helpful to have ELL students seated close to you to enable easier access to them for the “Active Engagement” component of the lessons.

Note: Students should be in the habit of bringing their writing folders to the carpet when it is time for the minilesson. As the year progresses, sometimes they will also need to bring a pencil or a special editing and revision pen. [TIP: Have students sit on their folders.]

Note: Students will need the drafts that were written in Part 1 of this unit at the beginning of Part 2 (Lessons 18-30).

To incorporate the Common Core State Standard W.1.6, to "use a variety of digital tools to produce and publish writing," you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Enduring Understandings

We are learning through our writing that we can tell a story.

We are learning through our writing that we can use tools to improve our work.

We are learning that through our writing we can tell a story in sequential order using temporal (time order) words.

Essential Questions

Why does my story need to be in chronological order?

How can I use temporal words in my story?

How can staying focused on my topic strengthen my writing?

What strategies will I use to help me spell and write?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

- 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.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

21st Century Skills Standard and Progress Indicators:

- Have multiple exchange discussions about a specific question or topic.
- Take turns speaking and doing in whole group settings.
- Work collaboratively with peers to complete tasks or cooperatively play.
- Work collaboratively with partners to solve problems.
- Apply critical thinking and problem-solving strategies during structured learning experiences.

High Frequency Words Taught in Unit 2 Word Work:

- Week 1: from, how, were, people
- Week 2: any, other, could, know
- Week 3: again, once, every, his
- Week 4: her, as, of, may
- Week 5: old, let, put, by

Academic Vocabulary Taught in Unit 2:

- Week 1: small moment, brainstorming, character, setting, events, writing partner, partner sharing
- Week 2: sketch, checklist, details, strategy, inside story, outside story
- Week 3: transition words, revise, ending
- Week 4: editing, revision, checklist, author, complete sentence
- Week 5: subject, predicate, punctuation, period, capital letter, editor

Application in Centers:

- Look into Journey's Grab and Go** centers for writing and phonics application.
- Key details and similarities:** have students work with a partner to buddy read two texts and then come up with similarities and illustrate the key details (provide graphic organizer to scaffold learning.)
- Sticker Stories:** Have stickers be used within illustrations to help generate ideas setting or characters- for students to create stories.
- Partner Writing:** Creating stories or telling stories with prompts. Have students include detail and have partner share details from created story.

- **Retell Stories with Sequence Cards:** Have story sequence cards available and tell the story while writing the temporal word above each picture. (First, Next, Last)
- **Poems-** laminate/use a journal common poems to identify key vocabulary and sight words- have students circle letters they know, reread to the class, create illustrations to go along with poems- can also provide alternate settings, change characters.
- **Writing Center- What if?? Stories** Place favorite read aloud books in writing center and have students imagine what the story would be like with a different main character or setting- great to feature during share portion of centers.
- **Read and Write the Room:** Set a focus for students to go around and read/write with environmental print- great ideas on pinterest for example templates
- **Sight word books** – give the students a book with sight words blanked out. Place a list of the sight words that are blanked out on the inside cover of the book. Have students finish “writing” the book by writing in the correct sight word. Students can then illustrate the book & read it to a friend.
- **Flip books:** Divide multiple pieces of paper into 3 sections. Cut the pieces of paper. Write different letters on the pieces of paper. Staple the pieces of paper to a piece of cardstock (make sure you place your vowels in the middle). Have students flip the pieces of paper and read new words. Students write a sentence with the new word and illustrate the picture. You can differentiate this activity by placing a variety of blends & digraphs & long vowel sounds in the flip book. You can also have Students make their own flip books.

Instructional Plan					Reflection
Pre-assessment: Unit 1 EUA writing sample analysis to inform conferencing and small group instruction					
SWBAT	Instructional Practice	Student Strategies	Formative Assessment	Activities and Resources	Reflection
Day 1 SWBAT understand a Small Moment. W 1.3	WW	Retell with blank booklet	Students orally rehearse small moment story.	Lesson: Personal Narrative Unit 2 (1) Understanding a Small Moment Materials: <ul style="list-style-type: none"> • Pre-made/pre-stapled booklets available for students • <u>A Chair for My Mother</u> by Vera B. Williams, <u>Whistle for Willie</u> (Journeys Unit 5 Lesson 23) or another teacher selected text NOTE: Selected text should be used as a read aloud prior to this lesson <p>Prewriting</p>	

<p>Day 2 SWBAT identify Small Moments. W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Anchor Chart</p>	<p>Teacher feedback on student sketches of small moment</p>	<p>Lesson: Personal Narrative Unit 2 (2) Discovering One Small Moment</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Enlarged booklet to model stretching and sketching a Small Moment ● Chart paper titled “Small Moments” to use for brainstorm and/or large copy of chart provided following this lesson ● Booklets or other paper choice available to students ● <i>A Chair for My Mother</i> by Vera B. Williams, <i>Whistle for Willie</i> (Journeys Unit 5 Lesson 23) or another teacher selected text <p>NOTE: Selected text should be used as a read aloud prior to this lesson</p> <p>Prewriting</p>	
<p>Day 3 SWBAT add text to sketches. W 1.3</p>	<p>WW</p>	<p>Small Moment Anchor Chart</p>	<p>Teacher feedback during conference on drafting of small moment</p>	<p>Lesson: Personal Narrative Unit 2 (3) Adding Words to a Small Moment</p> <p>Materials:</p> <ul style="list-style-type: none"> ● “Small Moments” chart ● Your own Small Moment story or use the example below. ● Booklets or other paper choice <p>Prewriting / Drafting</p>	

<p>Day 4 SWBAT brainstorm writing ideas.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Ideas Anchor Chart</p>	<p>Student Small Moment Idea list</p>	<p>Lesson: Personal Narrative Unit 2 (4) Brainstorming Ideas</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Teacher’s mental list of story ideas ● 2 pieces of chart paper, both labeled “Small Moments Ideas,” one for teacher modeling and one for a class-generated list ● Chart markers ● “Small Moment Ideas” list paper (sample follows this lesson) ● Pre-made booklets as well as other paper choice available to students ● photographs of emotions <p>Brainstorming / Drafting</p>	
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<p>Day 5 SWBAT establish writing partners.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Partner Sharing Anchor Chart</p>	<p>Anecdotal notes taken during observation of partnerships</p>	<p>Lesson: Personal Narrative Unit 2 (5) Establishing Writing Partners</p> <p>Materials:</p> <ul style="list-style-type: none"> • Teacher-created small moment to use as a model for partner sharing • Pre-plan with a student (or with a class volunteer) to be your ‘writing partner’ during the “Teach (modeling)” part of the lesson • Student partner or adult partner with a prepared small moment to share with class • Preplanned list of partners (grouped by ability, language/communication skills and/or behavior) • Partnership Name Tags, arranged on the carpet as a seating chart (one person is partner 1 and one person is partner 2) • “Partner Sharing” chart (see resources at end of unit) • Students bring writing folder to the carpet <p>Drafting</p>	
<p>Day 6 SWBAT demonstrate how to stretch a story across pages.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Ideas Anchor Chart</p>	<p>Teacher feedback on student drafts</p>	<p>Lesson: Personal Narrative Unit 2 (6) Oral Planning and Stretching Across Pages</p> <p>Materials:</p> <ul style="list-style-type: none"> • Pre-stapled booklets • Class list of Small Moment Ideas • Partner Sharing Chart • <i>The Kissing Hand</i> by Audrey Penn or another narrative title that takes a single event and stretches it across several pages by including detail that has been previously read to class <p>Drafting</p>	

<p>Day 7 SWBAT sketch instead of draw.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Ideas Anchor Chart</p>	<p>Teacher feedback on student drafts</p>	<p>Lesson: Personal Narrative Unit 2 (7) Sketching Instead of Drawing</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Chart pad with a line down the middle – one half for drawing and the other half for sketching ● markers and pencil ● Booklets or other paper choice for students ● Large sticky notes (3 X 5) or index cards and pencils for each student ● Enlarged booklet to model sketching out story ● Teacher-created story or adapt example below <p>Drafting</p>	
<p>Day 8 SWBAT use a checklist to revise their work.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Checklist</p>	<p>Small Moment Checklist</p>	<p>Lesson: Personal Narrative Unit 2 (8) Small Moment Checklist</p> <p>Materials:</p> <ul style="list-style-type: none"> ● “Small Moment Checklist” (see resource section at end of this unit) ● Finished piece of writing (teacher’s piece from Lesson 3 or student sample) ● Student’s finished piece of writing <p>Revising</p>	

<p>Day 9 SWBAT plan details.</p> <p>W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Anchor Chart</p>	<p>Evidence of students adding details to their draft</p>	<p>Lesson: Personal Narrative Unit 2 (9) Planning Details</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper with list of recent class events- “Small Moment Ideas” list from previous lesson. • Lesson refers to previously read stories: <i>The Kissing Hand</i> by Audrey Penn, <i>A Chair for My Mother</i> by Vera B. Williams, <i>Whistle for Willie</i> (Journeys Unit 5 Lesson 23) or another teacher selected text • Whole-class shared experience • A student to be your partner during the ‘Teach’ section of the lesson. <p>Drafting / Revising</p>	
<p>Day 10 SWBAT add feelings and thoughts to their stories. W 1.3, W 1.5</p>	<p>WW</p>	<p>Small Moment Anchor Chart</p>	<p>Student drafts with evidence of students using inside stories (thoughts or feelings)</p>	<p>Lesson: Personal Narrative Unit 2(10) Inside vs. Outside Story— 1</p> <p>Materials:</p> <ul style="list-style-type: none"> • A small moment that shows what happened and the narrator’s response – can be a sample from a student in your class, a teacher-made example, OR use provided example and adapt as desired • Whole-class experience or adapt example from “Active Engagement” section • Highlighters in 2 different colors (for teacher use) • Booklets or other paper choice for students <p>Drafting / Revising</p>	

<p>Day 11 SWBAT add feelings and thoughts to stories. W 1.3, W 1.5</p>	<p>WW</p>	<p>Inside Story Chart</p>	<p>Student drafts with evidence of students using inside stories (thoughts or feelings)</p>	<p>Lesson: Personal Narrative Unit 2 (11) Inside vs. Outside Story— 2</p> <p>Materials:</p> <ul style="list-style-type: none"> • A small moment that shows what happened and space to add “the inside story” • Whole-class experience or adapt example from “Active Engagement” section • The Inside Story chart • Sticky notes • Booklets or other paper choice for students <p>Drafting / Revising</p>	
<p>Day 12 SWBAT tell a story across your fingers. W1.3, W 1.5</p>	<p>WW</p>		<p>Anecdotal notes and Unit Checklist for sequential oral retelling of story</p>	<p>Lesson: Personal Narrative Unit 2 (12) Telling Your Story Across Your Fingers</p> <p>Materials:</p> <ul style="list-style-type: none"> • A simple small moment story to tell across your fingers or use example below • Previous whole-class experience <p>Drafting</p>	
<p>Day 13 SWBAT create a list of temporal words for the Transition Word Chart (Tell-A- Story Words.) W 1.3, W 1.5</p>	<p>WW</p>	<p>Tell A Story Word Anchor Chart</p>	<p>Teacher feedback on use of Tell A Story Words in student draft</p>	<p>Lesson: Personal Narrative Unit 2 (13) Introduce temporal / transition words</p> <p>Materials:</p> <ul style="list-style-type: none"> • A story that contains temporal words such as, <u>The Three Little Pigs</u> by James Marshall (or another title of your choice) • Chart paper and markers • Tell-A-Story Words http://kidwriting.com/TellaStory.html; Eileen Feldgus <p>Drafting / Revising</p>	

<p>Day 14 SWBAT Revise by using Tell-a-Story words. W 1.3</p>	<p>WW</p>	<p>Tell A Story Word Anchor Chart</p>	<p>Teacher feedback on use of Tell A Story Words in student draft</p>	<p>Lesson: Personal Narrative Unit 2 (14) Using Tell- A- Story Words Materials: <ul style="list-style-type: none"> • Teacher-created sample with lots of ‘then’ or ‘and then’ words, (or use teacher example following this lesson) • Student writing sample that contains many ‘and then’s – individual copies for partners and an enlarged copy to share with the class (make one up, use a student sample from your class, or use the student example following this lesson) • Highlighter(s) • Revision strips • Editing and revision pens for the Active Engagement • Tell-A-Story Words on Word Wall/Chart Revising</p>	
<p>Day 15 SWBAT write story ending that ‘stays in the moment.’ W 1.3</p>	<p>WW</p>	<p>Class Story</p>	<p>Exit slip: Students write an alternate ending for class story that stays in the moment.</p>	<p>Lesson: Personal Narrative Unit 2 (15) Story Endings Materials: <ul style="list-style-type: none"> • Chart paper • Chart markers • Story written on chart or for Elmo based on whole-class experience • Additional story based on whole-class experience with intentional “bad” ending (this could be the story from previous lessons) Drafting / Revising</p>	

<p>Day 16 SWBAT revise and edit using a checklist. W 1.5</p>	<p>WW</p>	<p>Student Draft</p>	<p>Evidence of peer and self-editing with Small Moments Checklist.</p>	<p>Lesson: Personal Narrative Unit 2 (16) Preparing for Publication</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Chart markers • Enlarged “Small Moments Checklist” (sample following this lesson) • Individual copies of “Small Moments Checklist” (sample at end of this unit) • Story written up on chart (or for the document camera) based on whole-class experience (see teacher sample following this lesson) • Copies of an additional “small moment” example for each set of partners (or use provided example) • Students’ small moment piece that they want to “publish” • Markers or special editing and revision pens • Construction paper for book covers (optional) <p>Revising / Editing</p>	
<p>Day 17 SWBAT Share small moments writing with peers. W 1.6</p>	<p>WW</p>	<p>Sharing procedures</p>	<p>Small Moments Checklist. Evidence of specific praise</p>	<p>Lesson: Personal Narrative Unit 2 (17) Celebrating Small Moments</p> <p>Materials:</p> <ul style="list-style-type: none"> • Students’ small moment pieces for publishing celebration • Put students into pairs within the class (optional) • Sticky notes • Partner with older reading buddies (optional) • Sharing protocols (e.g., giving compliments, listening closely) <p>Publishing</p>	

<p>Day 18 SWBAT examine unreadable writing L. 1.1a L.1.2.a,b</p>	<p>WW</p>	<p>Student drafts</p>	<p>Small Moments Checklist.</p>	<p>Lesson: Personal Narrative Unit 2 (18) Introduction to Mechanics</p> <p>Materials:</p> <ul style="list-style-type: none"> • Student writing samples that have some unreadable writing OR use the provided sample and pretend it is from one of the students or a student from a previous year. • Pre-established partnerships (optional, but highly recommended!). 	
<p>Day 19 SWBAT evaluate if their writing is readable or unreadable. W.1.5 L. 1.1a</p>	<p>WW</p>	<p>What makes writing easy to read? chart</p>	<p>Anecdotal notes from student sorting</p>	<p>Lesson: Personal Narrative Unit 2 (19) Introduction to Readable Writing</p> <p>Materials:</p> <ul style="list-style-type: none"> • A student folder with writing samples that are hard to read and easy to read OR teacher makes up own writing samples, some readable and some unreadable stories • Students’ folders with writing samples from previous and present unit • Pre-established partnerships “What makes writing easy to read?” chart (sample at end of unit) [optional] 	

<p>Day 20 SWBAT will practice identifying and writing complete sentences.</p> <p>L. 1.1.j L.1.2.b</p>	<p>WW</p>	<p>Complete Sentence Chart</p>	<p>Evidence of complete sentences in student drafts</p>	<p>Lesson: Personal Narrative Unit 2 (20) Revisiting Complete Sentences Materials:</p> <ul style="list-style-type: none"> ● “Complete Sentences” template plus small versions of the template for partners to use during the lesson ● Pocket chart ● Sentence strips with sentences cut into two parts written in two different colors for the pocket chart (Suggestion: use orange for who or what and green for action) ● Smaller versions of sentence parts in two different colors for pairs of students (see sentence suggestions following this lesson or change sentences to match your specific class curriculum) ● Glue sticks ● Sticky notes (optional) 	
<p>Day 21 SWBAT reread their writing and touch every word.</p> <p>L. 1.1.c, j L.1.2.d,e</p>	<p>WW</p>	<p>Student drafts</p>	<p>Anecdotal notes from observing students reading and touching each word in their stories</p>	<p>Lesson: Personal Narrative Unit 2 (21) Reread and Touch Each Word Materials:</p> <ul style="list-style-type: none"> ● Chart Paper ● Pen ● Planned sample story to write in front of class ● Sample of student’s writing 	

Day 22 SWBAT identify when and where punctuation is needed. L. 1.1. j L.1.2.b	WW	Student Drafts	Evidence of students using periods at the end of sentences	Lesson: Personal Narrative Unit 2 (22) Why Do We Use Punctuation? Materials: <ul style="list-style-type: none"> • “I put periods at the end of my sentences.” chart (see updated version from Launching Unit) • Sticky notes • A short student writing piece with no periods, a second version with periods (example provided following this lesson or make up one to fit your class needs) • An additional teacher example written up with no periods (example follows lesson)
Day 23 SWBAT use capital letters at the beginning of each sentence and proper nouns. L.1.2.a	WW	Student drafts	Evidence of students using capital letters	Lesson: Personal Narrative Unit 2 (23) Capitalize Proper Nouns: Names and Places Materials: <ul style="list-style-type: none"> • Journeys Unit 2, Lesson 6, <u>Jack and the Wolf</u> • Copy of text from <u>Jack and the Wolf</u> • 1 highlighter or light color crayon per student
Day 24 SWBAT use periods at the end of a sentence. W.1.5 L.1.2.b	WW	Student Drafts	Evidence of students using periods at the end of sentences - Checklist	Lesson: Personal Narrative Unit 2 (24)Using Periods Materials: <ul style="list-style-type: none"> • Journeys Unit 2, Lesson 6, <u>Jack and the Wolf</u> • Red marker • Chart paper • Optional: Stop signs for students to hold up for periods (see pattern at end of lesson to run on red cardstock or color)
Day 25 SWBAT use exclamation points appropriately at the end of sentences or exclamations. L.1.2.b	WW	Student Drafts	Evidence of students using exclamation points - Checklist	Lesson: Personal Narrative Unit 2 (25) Exclamation Points Materials: <ul style="list-style-type: none"> • Chart paper and markers • Dry-erase boards and pens or clipboards, paper and pencils

<p>Day 26 SWBAT use synonyms for overused words.</p> <p>W.1.3 L.1.5.d</p>	<p>WW</p>	<p>Word Splashes</p>	<p>Evidence of revising draft to use synonyms - Checklist</p>	<p>Lesson: Personal Narrative Unit 2 (26) Word Splashes Materials:</p> <ul style="list-style-type: none"> ● Chart paper prepared for Synonyms ● Sticky notes to add adjectives to chart ● Teacher writing sample with an overused adjective/verb (or used example following this lesson) 	
<p>Day 27 SWBAT use feedback from a partner to help revise writing</p> <p>W.1.5</p>	<p>WW</p>	<p>“Revising With a Partner” chart</p> <p>Revising and Editing Checklist</p>	<p>Evidence of revision and editing</p>	<p>Lesson: Personal Narrative Unit 2 (27) Revising With a Partner Materials:</p> <ul style="list-style-type: none"> ● Teacher writing sample (or “Goldie” sample following this lesson) ● Chart paper ● “Revising With a Partner” chart ● Student volunteer to act as a writing partner/teacher ● Optional: Revising and Editing Checklist available for student and teacher reference 	

<p>Day 28 SWBAT write a strong ending for a story.</p> <p>W.1.5</p>	<p>WW</p>	<p>Strong Endings Chart</p> <p>Revising and Editing Checklist</p>	<p>Checklist – student draft includes an ending</p>	<p>Lesson: Personal Narrative Unit 2 (28) Strong Endings Materials:</p> <ul style="list-style-type: none"> • <u>Koala Lou</u> by Mem Fox (PRE-READ or any other text with strong endings which your students are familiar) Note: Wally Amos read aloud from ReadItLoud.org can be found at https://www.youtube.com/watch?v=W3akxYHkyoY • Pre-made “Strong Endings” Chart (see sample chart following this lesson) • Whole-class shared experiences • Markers • <u>Wilfrid Gordon McDonald Partridge</u> by Mem Fox Note: http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/ • Revising and Editing Checklist available for student and teacher reference (see resources at end of unit) 	
<p>Day 29 SWBAT revise and edit using a checklist.</p> <p>W.1.3 W.1.5</p>	<p>WW</p>	<p>Editing Checklist</p> <p>Revising and Editing Checklist</p>	<p>Evidence of editing on student draft</p>	<p>Lesson: Personal Narrative Unit 2 (29) Using an Editing Checklist -2 Materials:</p> <ul style="list-style-type: none"> • Writing sample with errors for modeling use of checklist (use document camera or enlarged copy) • Editing Pen • Enlarged copy of Editing Checklist • Enlarged copy of Revising and Editing Checklist • Student-size copies of Revising and Editing Checklist 	

Day 30 SWBAT share readable writing with peers. W.1.6	WW	Sharing procedures	Evidence of specific praise Personal Narrative Checklist	Lesson: Personal Narrative Unit 2 (30) Celebrate as Authors Materials: <ul style="list-style-type: none"> • Students' pieces for publishing celebration • Guests: teachers, buddy class, principal, specialists • Sharing procedures (e.g., giving compliments, listening closely) 	
Summative Written Assessments					
One published narrative piece from writers workshop **to be entered into writing portfolio Model curriculum task 1 print conventions piece **to be entered into writing portfolio * Evidence of Goal Conference: Have a final conference that celebrates progress towards student goal and what to focus on for the next writing unit (set next goal!)					
Summative Performance Assessment					
Model Curriculum performance based tasks completed ongoing throughout literacy centers during unit 2. Remediation and support provided on an ongoing basis after reviewing initial data.					
Possible Mentor Texts For Personal Narrative					
Bigmama's by Donald Crews Kiss Goodnight by Amy Hest Joshua's Night Whispers by Angela Johnson The Kissing Hand by Audrey Penn The Hello, Goodbye Window by Norton Juster Night Shift Daddy by Elieen Spinelli Arthur Writes a Story by Marc Brown			The Listening Walk by Paul Showers My Little Island by Frane Lessac I Love My Hair! By Natasha Anastasia Tarpley The Keeping Quilt by Patricia Polacco Corduroy by Don Freeman Flying By Don Crews		
Text Resources					
Launching the Writing Workshop by Lucy Caulkins and Leah Mermelstein Journey's Language and Literacy Teacher's Guide Olivia Wahl Unit 1 Writing on TBOE Website Reading/Writing Connections in the K-2 Classroom: Find the Clarity and then Blur the Lines by Leah Mermelstein The Continuum of Literacy Learning: Grades K-2 Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C Fountas					