

**HOMEWORK:**

Wednesday: Write a personal narrative that includes a *GO* to organize ideas (copy provided).

Thursday: Edit the narrative to include word choice.

**WALT: We Are Learning To**

We are learning to express our ideas by writing enough text to address a topic and tell the story.

**GEORGIA PERFORMANCE STANDARD:**

**ELA2W1** The student demonstrates competency in the writing process.

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information.
- c. Uses transition words and phrases.
- j. Rereads writing to self and others, revises to add details and edits to make corrections.
- o. Uses singular and plural personal pronouns.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory simple and compound).

**ELA2R4** The student uses a variety of strategies to gain meaning from grade-level text.

- a. Reads a variety of texts for information and pleasure.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.
- l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.

**ELA2LSV1** The student uses oral and visual strategies to communicate.

- a. Interprets information presented and seeks clarification when needed.
- c. Uses increasingly complex language patterns and sentence structure when communicating.

**MONDAY**

**WILF: What I'm Looking For**

- I **must** participate in a discussion about the building blocks for a strong lead and rich details.
- I **should** be able to write a clear, focused personal narrative that includes IDEAS, WORD CHOICE, and ORGANIZATION.
- I **could** edit my work and/or share my work with my writing partner.

**GRAMMAR LESSON/MORNING MESSAGE:**

Display a model piece of writing and guide students in revising the work to include a strong lead and rich details. Really model editing.

**CRAFTING:**

- Review the elements that should be included in a personal narrative (lead, beginning, middle, end, closing, etc.). Discuss traits of good writing (Ideas, Organization, Word Choice, Fluency, and Conventions).
- We have spent the entire grading period working on Personal Narratives. Now it is time to hone our skills as writers. Throughout the remainder of the week you will listen to great mentor authors who have written narratives and we will use our schema about the elements of personal narratives and the elements of good writing to pick apart their writing to see all the golden nuggets inside.
- One of the most important things about a good piece of writing is the hook. The very first sentence will make or break a good piece of writing. Display and discuss the *GO* for the Sentence Builder. Today we will use this *GO* to decompose the lead in our mentor story to see how a great lead is written. (Could make a large chart with poster maker). Read aloud Owl Moon by Jane Yolen. After reading the text, go back and decompose the lead sentence.
- Next display and discuss the I Remember *GO*. Explain that this *GO* helps to pull out details. We have terrific ideas, but sometimes since writers are writing about their own lives we forget how to take the ideas and turn them into stories because we already know what happened. We have to learn to tell the story in such a way that the person reading it feels as if they were there too. This *GO* may help.
- Model writing a piece of writing that includes a strong lead using the Sentence Builder *GO* and the I Remember *GO*.

**ESSENTIAL QUESTION & ENDURING UNDERSTANDING:**

1. [How can reading and listening to children's books help us to be better writers?](#)  
Authors, no matter what age, read other authors to gain ideas and to improve their own writing.
2. [What do writers need to include in their beginning, middle, and end?](#) A story must have an organized structure with enough details so that a reader can visualize the events and characters in the narrative.
3. [Why do writers include details and dialogue in their writing?](#) Details enhance the characters and actions in the story.
4. [Why do writers include transition words in their writing?](#) Transition words help to smoothly move the story along.
5. [Why do writers use correct capitalization and punctuation in their writing?](#) The use of appropriate capitalization and punctuation help to make the writing more understandable and easier to read.
6. [Why do writers include a variety of pronouns in their writing?](#) A variety of pronouns help to keep the writing engaging for the reader.
7. [Why do writers edit and revise their work?](#) Writers edit and revise their work by focusing on grammar and conventions so that the writing is easily understood by the reader.

**TUESDAY**

**COMPOSING MEANING:**

- Students will continue writing Personal Narratives.
- Meet with invitational groups and confer with students about their writing. Implement the Sentence Builder GO and Personal Narrative GO for students struggling with leads and add details. Work with students on WORD CHOICE. Refer to the strong verbs and adjectives resource page.

**REFLECTION:** Students will share their work (emphasize on leads and rich details).

**METHOD/STRATEGY:** Whole Group

**DIFFERENTIATED:** By Product

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**GRAMMAR LESSON/MORNING MESSAGE:**

Display a model piece of writing and guide students in revising the work to include a strong lead and rich details. Really model editing (a new story).

**CRAFTING:**

- Review the elements that should be included in a personal narrative (lead, beginning, middle, end, closing, etc.). Discuss traits of good writing (Ideas, Organization, Word Choice, Fluency, and Conventions).
- Yesterday we learned that good writing includes a strong lead and lots of details. We saw this in the book Owl Moon. Today we are going to continue to hone in our skills as writers.
- Review and discuss the graphic organizers from the previous lesson. How do these GOs help us as writers? It helps us to organize our IDEAS. Read aloud Big Mama by Donald Crews. After reading the text, go back and decompose the lead sentence. Wait a minute...it starts with a question. Can a lead sentence start with a question? Yes! Discuss how the author uses a question at the beginning of the narrative.
- Model how to use the Sentence Builder GO.
- Model writing a piece of writing that includes a strong lead using the Sentence Builder GO and the I Remember GO.

## RESOURCES:

### TRANSITION SONG:

- So What's New by Herb Albert

### BOOKS:

- Language Arts Textbook
- Fireflies by Julie Brinckloe
- The Big Green Pocketbook by Candice Ransom
- Ira Sleeps Over by Bernard Waber
- Big Mamma by Donald Crews

### BLACKLINE MASTERS:

- Writer's Habits Rubric
- GO - Story Builder
- GO - I Remember (Personal Narrative)
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### ADDITIONAL RESOURCES:

- Personal Narrative Models (Student Written) - emailed
- Pre-written Personal Narrative models to edit during grammar session
- Writer's Notebook
- Writing Folders
- Mentor Text Basket
- Chart Paper
- 6 Trait Posters
  1. [www.ttms.org/PDFs/17%20All%20Posters%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/17%20All%20Posters%20v001%20(Full).pdf)
  2. <http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/posterspage.htm>

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TUESDAY - Continued

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- Yesterday we learned that good writing includes a strong lead and lots of details. We saw this in the books Owl Moon and Big Mamma. Today we are going to continue to hone in our skills as writers.
- Review and discuss the graphic organizers from the previous lessons. How do these GOs help us as writers? It helps us to organize our IDEAS. Read aloud Ira Sleeps Over by Bernard Waber. After reading the text, go back and decompose the lead sentence. Wait a minute...this lead starts with a question too. Can a lead sentence start with a question? Yes! Discuss how the author uses a question at the beginning of the narrative.
- Model how to use the Sentence Builder GO.
- Model writing a piece of writing that includes a strong lead using the Sentence Builder GO and the I Remember GO.

WEDNESDAY

**WEDNESDAY - Continued**

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**REFLECTION:** Students will share their work (emphasize on leads and rich details).

**METHOD/STRATEGY:** Whole Group

**DIFFERENTIATED:** By Product

**THURSDAY**

**WILF: What I'm Looking For**

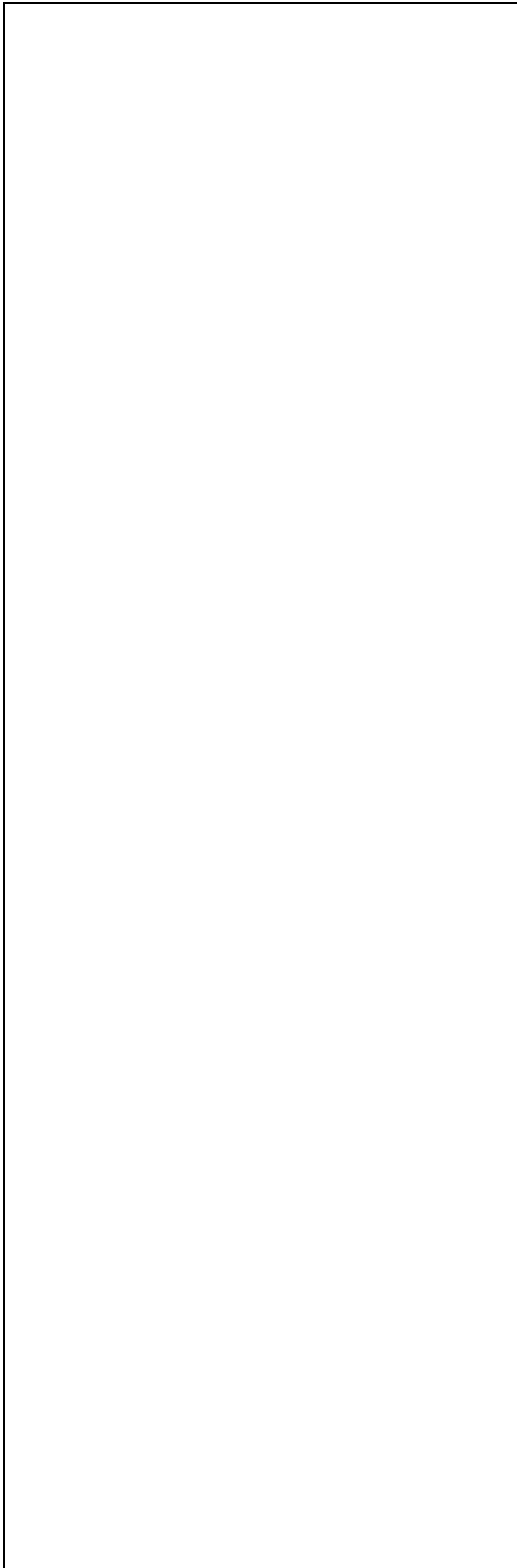
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- Yesterday we learned that good writing includes a strong lead and lots of details. We saw this in the books Owl Moon, Big Mamma, and Ira Sleeps Over. Today we are going to continue to hone in our skills as writers.
- Review and discuss the graphic organizers from the previous lessons. How do these *GOs* help us as writers? It helps us to organize our **IDEAS**. Read aloud The Big Green Pocketbooks by Candice Ransom. After reading the text, go back and decompose the lead sentence. Model how to use the Sentence Builder *GO*.
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<b>THURSDAY - Continued</b>	<p><b>COMPOSING MEANING:</b></p> <ul style="list-style-type: none"><li>• Students will continue writing Personal Narratives.</li><li>• Meet with invitational groups and confer with students about their writing. Implement the Sentence Builder <i>GO</i> and Personal Narrative <i>GO</i> for students struggling with leads and add details. Work with students on <b>WORD CHOICE</b>. Refer to the strong verbs and adjectives resource page.</li></ul> <p><b>REFLECTION:</b> Students will share their work (emphasize on leads and rich details).</p> <p><b>METHOD/STRATEGY:</b> Whole Group</p> <p><b>DIFFERENTIATED:</b> By Product</p>
<b>FRIDAY</b>	<p><b>WILF: What I'm Looking For</b></p> <ul style="list-style-type: none"><li>• I <b>must</b> participate in a discussion about the building blocks for a strong lead and rich details.</li><li>• I <b>should</b> be able to write a clear, focused personal narrative that includes <b>IDEAS</b>, <b>WORD CHOICE</b>, and <b>ORGANIZATION</b>.</li><li>• I <b>could</b> edit my work and/or share my work with my writing partner.</li></ul> <p><b>GRAMMAR LESSON/MORNING MESSAGE:</b> Display a model piece of writing and guide students in revising the work to include a strong lead and rich details. Really model editing (a new story).</p> <p><b>CRAFTING:</b></p> <ul style="list-style-type: none"><li>• Review the elements that should be included in a personal narrative (lead, beginning, middle, end, closing, etc.). Discuss traits of good writing (Ideas, Organization, Word Choice, Fluency, and Conventions).</li><li>• Review and discuss the graphic organizers from the previous lessons. How do these <i>GOs</i> help us as writers? It helps us to organize our <b>IDEAS</b>.</li><li>• Display and discuss the student models for PN. Do these models include all the required elements? (This will help students to see work on their level).</li></ul> <p><b>COMPOSING MEANING:</b></p> <ul style="list-style-type: none"><li>• Students will continue writing Personal Narratives.</li><li>• Meet with invitational groups and confer with students about their writing.</li></ul> <p><b>REFLECTION:</b> Students will share their work. Could implement the Author's Chair if work is completed.</p> <p><b>METHOD/STRATEGY:</b> Whole Group</p> <p><b>DIFFERENTIATED:</b> By Product</p>