**Subject area/course**: ELA/Writing

**Grade level/band**: 1st

**Task source**: New Hampshire Task Bank; Author: Christyn Surprenant

**Personal Narrative Writing**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will write a personal narrative describing a favorite or important event in their lives:

* Students will draft a story of a favorite event or activity in his/her life.
* Students will create illustrations to help tell his/her story.
* Students will edit work to ensure that it meets the required qualifications.
* Students will create a final draft of the writing and illustrations to publish and share with the class.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

1. **Secondary Common Core State Standards (optional)**

**CCSS.ELA-Literacy.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).

**CCSS.ELA-Literacy.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. **Critical abilities**

**Communication in Many Forms:** Use oral and written communication skills to learn,

evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills,

including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

***NH Frameworks***

**W:C:1:1.5a:** Using phonemic awareness and letter knowledge to spell independently (using phonemic or temporary spelling when needed)

**W:C:1:1.5b:** Correctly spelling many common words (e.g. had, can, including own first name)

**W:SL:1:1.1:** Writing recognizable short sentences

**W:EW:1:1.1:** Creating an understandable story line, when given a structure (may take form of words or pictures or some combination)

1. **Time/schedule requirements:**

This task is scheduled to take about six days.

1. **Materials/resources:**

* Students will use a graphic organizer to plan writing.
* Word Wall
* Age appropriate writing paper with areas for illustrating pictures will be provided to allow students to make drafts of illustrations as well as the writing.
* A checklist will be provided to students to allow them to know what is required from their writing.
* Teacher will type final draft for illustrating and will publish final product.

1. **Prior knowledge:**

* Before the students perform the task, individual writing assessments should be completed to establish if student will need a scribe, and also to know if student has knowledge and understanding to be able to use phonetic writing at minimum to convey ideas and tell his/her story.
* Assessing a student’s ability to create a sentence will also be important so appropriate lessons can be given before the performance assessment.

1. **Connection to curriculum:**

Placement in the Curriculum:

* Assessment was designed with the intention of happening first in the fall as the first writing project of the year.
* Assessment may be repeated each semester/trimester with adjustments to the topic if teacher would like to compare and assess individual growth in the area.

1. **Teacher instructions:**

* Students will begin by filling out a graphic organizer to plan out the beginning, middle, and end to his/her story using illustrations.
* Teacher will present class with a checklist to guide construction of stories.
* Student will use pictures and writing paper to create sentences to tell his/her story based on the information collected on previous graphic organizer.
* Students will present drafts to the class to allow for comments and questions and make any necessary edits.
* Students will use their checklist to ensure that all requirements are being met.
* If necessary, student will make any final changes, otherwise teacher will type up the story for illustrating, publishing, and sharing.

**Day 1 -** Teacher will begin the discussion by talking about a specific moment in his/her life that is a favorite time. Use an example of something important that the students would be familiar with, such as the first day of school, or a fun classroom activity or event (field trip, school wide event, etc.). Give some details and talk about the general events of that day step-by-step. Model illustrating on large chart paper (so it can be saved for reviewing later) and as you draw review that a story should have a beginning, middle, and end. For each picture, include at least one sentence to talk about what happened at the beginning, middle, and end of your story and review using language such as “first”, “then”, “finally”. Give an opportunity for students to think about a time in their life that was especially fun or important to them. Give a chance for them to raise their hand and share some ideas. Provide students with their own graphic organizer to illustrate their beginning, middle, and end at their seats, and rotate around the room to assist as needed. Encourage students to be as detailed as possible with their illustrations to really tell the story as best as possible.

**Day 2 -** Read Little Red Writing Hood to class. Discuss how the story showed ways of describing what was happening to make it more exciting to read. Review lesson from day before and discuss teacher illustrations and how they show the beginning, middle and end of your story. Tell students that you want to make sure that you give enough details to make someone want to read your story. Present students with their Personal Narrative Checklist. Talk about each picture on the checklist as well as the written instructions so that those who struggle with reading will know and understand what each step is asking them to do. Allow time for questions. Give students writing paper with areas for pictures and ask them to begin writing their story based on the pictures created the day before.

**Day 3 + 4** - Give about 10-15 minutes for students who would like to share their work. If needed, teacher can help reading words students struggle with. Allow comments and questions to help students make their stories better. Allow the rest of the work time for students to continue their writing. Have students use their checklists to check off whether or not each necessary piece is present in their story. Once the checklist is complete, hand in to teacher to type.

**Day 5 + 6**- Allow time for students to illustrate their published work. Encourage slow and careful work, and choosing the colors carefully with each illustration as it is a final draft that will be presented to the class and shown to families. As students finish, allow them to share with the class and hand in for final assessment.

1. **Student support:**

* Teacher may be a scribe for student if necessary. Note: Spelling cannot be assessed in this case.

**Possible formative assessments:**

* Previous writing assignments, and knowing if students have enough knowledge of forming sentences and including details to tell a story, whether fiction or non.
* Reviewing the student checklist given and making sure students can understand the writing and/or pictures provided to show what is required.
* Group discussions

1. **Extensions or variations:**

Not provided.

1. **Scoring:**

Student work can be scored using the Personal Narrative Writing rubric.