



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 2 Exploring

Unit 6: Lesson 12 **Draft Personal Narratives**

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LITERACY OBJECTIVE

By the end of this lesson students will be able to write a 1st draft of a personal narrative.

LITERACY "I CAN" STATEMENTS

"I can write a 1st draft of my personal narrative."

LESSON OVERVIEW

Steps	Pacing: 120-180 Minutes
Step 1: Introduce Lesson 12	60 Minutes
Step 2: Students Draft Personal Narratives	30-60 Minutes
Step 3: Close Lesson 12	30-60 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Writing & Language

W 3.3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence

that unfolds naturally.

W 3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W 3.3c: Use temporal words and phrases to signal event order.

W 3.3d: Provide a sense of closure.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W 4.3c: Use a variety of transitional words and phrases to manage the sequence of events.

W 4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 4.3e: Provide a conclusion that follows from the narrated experiences or events.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W 5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 5.3e: Provide a conclusion that follows from the narrated experiences or events.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SECONDARY CCSS

None for this Lesson.

TEACHING RESOURCES**CLASSROOM CHARTS**

-Co-constructed Personal Narrative Rubric

A4L STUDENT NOTEBOOKS

-Personal Narrative Rough Draft
-My Personal Narrative Outline

ASSESSMENT

-Conference Goal Sheets

LIFE & LEARNING SKILLS

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 12

Process: Give an overview of the lesson objective to draft a personal narrative. Explain to students that during the drafting phase of the writing process, they should focus on getting their ideas down on paper.

LESSON ALTERNATIVES: MINI LESSON ON ORGANIZATION

As students begin drafting their narratives, pause to incorporate a mini lesson on organization, building in relevant graphic organizers as appropriate.

STEP 2: STUDENTS DRAFT PERSONAL NARRATIVES, 1:1 CONFERENCING

Process: Students spend the class period drafting their personal narratives on pages 31–33 of their A4L Notebooks. The goal for the day is to get a full draft completed. Students should begin to think about how they might begin or end the story and which moments they will zoom-in on with descriptions and details. Conduct 1:1 conferences with students as they write. Use the Conferencing Goal Sheets. Pair ELL students with writing partners to provide them with extra support.

STEP 3: CLOSE LESSON 12

Process: Close the lesson with a look forward describing the next lesson.

Suggested Dialogue

LOOKING FORWARD

"When we come back together, we'll engage in theater exercises to revise and refine your drafts, focusing on story beginnings and sensory details."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 12! YOU ARE NOW READY TO MOVE ONTO LESSON 13 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only