



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 2 Exploring

Unit 6: Lesson 14 **Publish Personal Narratives**

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LITERACY OBJECTIVE

By the end of this lesson students will publish their personal narratives and complete author's statements.

LITERACY "I CAN" STATEMENTS

"I can publish my personal narrative and complete my author's statement."

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 14 Step 2: Students Complete Final Drafts of Their Personal Narratives	30 Minutes
Step 3: Guide Students to Write Author's Statements	20 Minutes
Step 4: Select a Title for the Class Book Step 5: Close Lesson 14	10 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 3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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 5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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.

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide

requested detail or clarification.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

None for this Lesson.

TEACHING RESOURCES

CLASSROOM CHARTS

-Co-Constructed Personal Narrative Rubric

A4L STUDENT NOTEBOOKS

-Personal Narrative Rough Draft

-Final Personal Narratives

-Author's Statement

SAMPLES AND TEMPLATES

-Sample Author's Statement

STUDENT MATERIALS

Photographs or drawings of students for Author's Statements (students provide)

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 14

Process: Give an overview of the lesson objectives. Publish final versions of personal narratives and complete Author's Statements. Explain what the final class book will look like and that

each student is responsible for submitting their personal narrative, a photograph or drawing of themselves, and an Author's Statement.

STEP 2: STUDENTS COMPLETE FINAL DRAFTS OF THEIR PERSONAL NARRATIVES

Process: Guide students to compose their personal narrative final drafts. Students can handwrite their final drafts using pages 35–38 of the A4L Notebooks or type their final drafts. Check that all students have reviewed the Personal Narrative Rubric with teacher and/or peers prior to writing final drafts.

STEP 3: GUIDE STUDENTS TO WRITE AUTHOR'S STATEMENTS

Process: Students write Author's Statements to accompany their personal narratives in the published class book. These statements are opportunities for students to tell a little about themselves and their story. Display an example of an Author's Statement (A4L Notebooks, page 39). See menu below for Sample Author's Statement.

SAMPLE AUTHOR'S STATEMENT

My name is Angel Jones, and I am 10 years old. I really love sports, but I also play three instruments—the flute, the piano, and the guitar!

I wrote a story about the time I lost a major swimming race. I decided to write about this memory because it was very traumatizing for me and because it helped me realize how much I wanted to show my appreciation for my coach by doing well (Include image of Angel).

Suggested Dialogue

CONSTRUCTING AN AUTHOR'S STATEMENT

Your Author's Statement answers three questions:

1. Who are you? Tell about yourself—name, age, where you're from, and something you like to do or perhaps something else you want your readers to know about you.
2. What did you write your story about?
3. Why did you decide to write about this particular event?

STEP 4: SELECT A TITLE FOR THE CLASS BOOK

Process: Depending on the option selected for publishing the personal narratives, have the whole class or the three topic groups agree on a title for the published book(s).

Step Alternatives: Options For Publishing Personal Narratives

Depending on your available resources, select one of the following options for publishing and compiling the students' narratives:

- Create a class book and make a copy for each student.
- Create a class book and make a single classroom copy.
- Create three topic books and copy enough for each student in each group.
- Make copies of the books for friends and family to take after the performance.

STEP 5: CLOSE LESSON 14

Process: Close the lesson with a “look forward” describing the next phase of the unit—the Authors and Actors Performance.

Suggested Dialogue

Looking Forward

"It is time to perform! When we come back together, we'll get started putting together our class Authors and Actors Performance. We'll spend a few class periods preparing, and then we'll invite an audience to our performance."

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 14! YOU ARE NOW READY TO MOVE ONTO LESSON 15 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only