

*Curriculum Map*  
*Personal Narrative: The Call of Stories*  
*Grade 2*

*Holyoke Public Schools*  
*America's Choice*

*Revised 2008*  
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***Curriculum Map prepared by Holyoke Public School Staff  
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## Personal Narrative Genre Study for Grade Two

*“Writing comes from the events of our daily lives...The writer’s first act is to listen and observe the details of living.”*

Donald Graves, *A Fresh Look at Writing*  
From NCEE, Personal Narrative: The Call of Stories, 2003

The first genre study for second grade is Personal Narrative: The Call of Stories. During this study, children begin to use stories to make sense of the world and to discover what is important. Each story becomes part of each student’s personal history (*Personal Narrative, America’s Choice, 2003*). Both America’s Choice Performance Standards and Massachusetts Curriculum Frameworks/ELA Standards are addressed in the unit of study.

The Personal Narrative Study builds on the skills taught in the kindergarten and first grade studies of narrative and further develops the following elements of writing:

- Choosing topics from their own experiences
- Writing rich and full narratives
- Connecting quality literature to narrative writings
- Creating stories with a clear sequence of events using time cue and transition words
- Crafting stories with details, dialogue, and character
- Developing character fully building incorporating inner thoughts and feelings
- Working on pieces of writing over time, using strategies of drafting , revising, and editing
- Publishing drafts into finished stories

Second grade students will read to a wide variety of quality literature that demonstrates the qualities of narrative writing in this genre study. They will learn to apply narrative elements and author’s strategies to their own writing. Modifications will need to be made for ELL students to make sure that vocabulary used in the genre study is introduced and reinforced on an ongoing basis.

Teacher modeling of writing strategies using his/her own stories and thinking aloud about the writing strategies is crucial to the implementation of this genre study both in terms of drafting as well as in demonstrating craft and revision. The teacher will serve at the expert writer who both models and writes with children as she/he instructs them in the writing process.

Students will learn to use a Writer’s Notebook/Sourcebook during this genre study to record and explore their ideas and practice writing strategies. They will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. Students will create a collection of drafts which will be used to try various writing strategies. The teacher will also maintain an ongoing writing folder of his/her models of writing and pieces of children’s work to use as samples during instruction. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good writing. New strategies will be added on as taught and former strategies reviewed as necessary. During this unit, students will work on developing a rubric on the structure and organization of narrative writing. They will use this rubric to guide the revision and publication of their narrative writing.

***Five Essential Practices for ELL Learners***  
*(America's Choice, Teaching English Language Learners, Literacy)*

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

***1. Develop Oral Language through Meaningful Conversation and Context***

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

***2. Teach Targeted Skills through Contextualized and Explicit Instruction***

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

***3. Build Vocabulary through Authentic and Meaningful Experiences with Words***

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

***4. Build and Activate Background Knowledge***

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

***5. Teach and Use Meaning Making Strategies***

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

## MA Curriculum Frameworks/ ELA Standards

### Personal Narrative, Grade 2

#### Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

#### Reading and Literature Strand

- 7.4 Demonstrate understanding of the various features of written English:
  - understand that spoken words are represented in written English by sequences of letters
  - match oral words to printed words
  - recognize that there are correct spellings for words
  - use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
  - recognize the distinguishing features of a sentence (*capitalization, end punctuation*) and a paragraph (*indentation, spacing*)
- 7.5 Demonstrate orally that phonemes exist:
  - generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
  - use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (*as in star*) to read words
- 7.6 Recognize common irregularly spelled words by sight (*have, said, where*).
- 7.7 Use letter-sound knowledge to decode written English
  - decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words
  - read accurately many irregularly spelled words, special vowel spellings, and common word endings
  - apply knowledge of letter patterns to identify syllables
  - apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
  - read words with several syllables
  - read aloud with fluency and comprehension at grade level.
- 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.
- 8.7 Retell a story's beginning, middle, and end.
- 8.8 Distinguish cause from effect.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.

## **Composition Strand**

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 19.5 Write or dictate stories that have a beginning, middle, and end.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.2 Use correct standard English mechanics such as
- printing upper- and lower-case letters legibly and using them to make words
  - separating words with spaces
  - understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates
  - using correct spelling of sight and/or spelling words
  - using appropriate end marks such as periods and question marks.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.

# English Language Proficiency Domains and General Learning Outcomes MA DOE

## Listening and Speaking (S)

### S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

### S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

### S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

### S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

## Reading (R)

### R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

### R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

### R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

### R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

### R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

### R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

## **Writing (W)**

### **W.1 Prewriting**

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

### **W.2 Writing**

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

### **W.3 Revising**

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

### **W.4 Editing**

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

### **W.5 Media**

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards**  
**Personal Narrative**  
**Writing, Grade 2**

**Writing Standard 1/Habits and Processes**

- Write daily
- Generate their own topics and make decisions about which pieces to work on for several days or longer
- Reread their work often with the expectation that others will be able to read it
- Extend pieces of writing by turning a narrative into a poem or a short description into a long report
- Regularly solicit and provide useful feedback
- Routinely reread, revise, edit, and proofread their work
- Take on strategies and elements of author's craft that the class has discussed in their study of literary works
- Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work
- Polish at least 10 pieces during the year

**Writing Standard 2/Writing Purposes and Resulting Genres**

**Narrative Writing**

- Incorporate some literary or "writing" language that does not sound like speech
- Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves
- Evidence a plan in their writing, including making decisions about the sequence of events
- Develop internal events as well as external ones
- Write in first and third person
- Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

**Writing Standard 3/Language Use and Conventions**

**Style and Syntax**

- Use all sentence patterns typical of spoken language
- Incorporate transition words and phrases
- Use various embeddings (phrases, modifiers) as well as coordination and subordination

**Vocabulary and Word Choice**

**Using one's own words**

- Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion
- Make word choices that show they have a large enough vocabulary to exercise options in word choice

**Taking on language of authors**

- Make choices about what words to use on the basis of whether they accurately convey the intended meaning
- Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

**Spelling**

Use a discernable logic to guide their spelling of unfamiliar words, making incorrect spellings less random

Produce writing in which most high frequency words are spelled correctly

Correctly spell most words with regularly patterns such as consonant-vowel-consonant, consonant-vowel-consonant-silent e, and one syllable words with blends

Correctly spell most inflectional endings, including plurals and verb tenses

Use correct spelling patterns and rules most of the time

Use specific spelling strategies during the writing process

Engage in the editing process to correct spelling errors

**Punctuation**

Use capital letters at the beginning of sentences

Use periods to end sentences

Approximate the use of quotation marks

Use capital letters and exclamation marks for emphasis

Use question marks

Use common contractions

**NCEE Performance Standards**  
**Personal Narrative**  
**Speaking and Listening, Gr. 2**

**Speaking and Listening, Standard I, Habits**

**Talking a Lot**

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

**Talking to One's Self**

Talk to themselves out loud to make plans, guide behavior, or monitor thinking

**Discussing Books**

Relate a story to real life experiences

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

Explain the motives of characters

Discuss plot and setting

**Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres**  
**Narrative**

Independently give a lengthy and detailed narrative account in which the actual sequence of events is clear even though events may be told out of sequence to build anticipation or through the use of flashbacks

Pass along a story they have heard, giving enough detail or nuance to do justice to the original version

Describe internal events or reactions as well as external events

Engage the listener's attention directly or indirectly before going into full account.

Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the stories end

Include quotations

Comment or reflect on how things were resolved

**Speaking and Listening, Standard III/Language Use and Conventions**

**Rules of Interaction**

Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

**Vocabulary and Word Choice**

Learn new words from reading or being read to daily

Demonstrate flexibility by choosing from word options to show precision or effect

Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice

Use and explain metaphoric language- a chance to speak, adjust volume to the setting and hold the floor and yield when appropriate

**NCEE Performance Standards  
Personal Narrative  
Reading, Gr. 2**

**While the primary emphasis of the Narrative Genre Study is writing, reading and writing go hand in hand. The following standards on the print sound code will be integrated into writing lessons as a natural part of beginning literacy.**

**Reading Standard 1/Print Sound Code**

Read regularly spelled one and two syllable words automatically  
Recognize or figure out most irregularly spelled words and such spelling patterns such as diphthongs, special vowel spellings, and common word endings

**Reading Standard 2/Getting the Meaning**

**Accuracy**

Independently read aloud Level L books with 90% or better accuracy of word recognition (self correction allowed)

**Fluency**

Independently read aloud from Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text  
Use the cues of punctuation-including commas, question marks, and quotation marks- to guide them in getting meaning and fluently reading aloud

**Self Monitoring and Self Correcting Strategies**

Know when they don't understand a paragraph and search for clarification clues within the text  
Examine the relationship between earlier and later parts of the text and figure out how they make sense together

**Comprehension**

Recognize and talk about organizing structures  
Combine information from two different parts of the text  
Infer cause and effect relationships that are not stated explicitly  
Discuss and write about themes or messages of a book  
Trace characters and plots across multiple episodes  
Relate later parts of a story to earlier parts in terms of theme, cause, and effect

**Reading Standard 3/Reading Habits**

Read one or two short books or long chapters each day and discuss what they read with another student or group  
Read good children's literature each day  
Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft  
Read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays  
Read their own writing and classmates' writing  
Read to each other voluntarily, signaling their sense of self as readers  
Use reading strategies explicitly modeled by adults in read alouds

## **Section 1: Establishing an Initiating Event**

### **Lessons 1-3**

#### **1. Moments That Lead To Stories**

##### **MA ELA Standards**

1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).

##### **ELPBO S.3 Academic Interaction**

Students will comprehend and communicate orally, using spoken English to participate in academic settings.

3.1.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.

**ELPBO S.4 Presentation** Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

##### **NCEE Performance Standards**

##### **Speaking and Listening, Standard II**

##### **Kinds of Talk and Resulting Genres/Narrative**

Independently give a detailed narrative account of an experience.

Engage the listener's attention directly or indirectly before going into full account.

##### **Speaking and Listening, Standard III**

##### **Language Use and Conventions**

Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

*Students will look closely at moments in their lives to discover stories to write.*

##### **Opening**

- Teacher will guide a brainstorming session about the word “moment”.
- Students will picture in their minds moments of their lives and describe that moment.
- Teacher will record the ideas on “Moments” chart (*The Call of Stories*, Grade 2, p.20).
- Teacher will model how to tell a moment of a story orally.

##### **Work Period**

- Students will share one of their moments with a partner orally.
- Teacher will regroup students to revisit chart, *Strategies Good Writers Use* (See *The First Thirty Days, Writers Workshop* p.44) emphasizing skills to be utilized in writing about a moment.
- Students will reread their notebook to identify possible moments to expand into a story.
- Students will complete a first draft for writing folder.

##### **Closing**

- Teacher and students will discuss possible responses to writing.
- Teacher will record responses on *Guide for Response* chart. (See *The Call of Stories*, p. 23).
- Individual students will share their work in the author's chair.

##### **Work Products:**

Charts, *Strategies Good Writers Use* and *Guide for Response*, student drafts

*\*Teacher will extend lesson to additional days as needed so that all students can complete*

## 2. Using Sourcebooks to Gather Information

### MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

**ELPBO W.2 Writing** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will generate more information about a notebook entry or seed ideas.*

#### Opening

- Teacher will read a sample notebook entry.
- Teacher will model how to generate and record information on the seed idea.
- Teacher will reread the entry and invite students to ask questions and make comments about the entry. (**Questions and Comments** chart, *The Call of Stories*, p.26).

#### Work Period

- Students will reread their notebooks entries to find an entry or seed idea to expand.
- Students will “grow” the selected entry by adding information.
- Students will read their entry to a partner and write down partner's questions or comments.

#### Closing

- One or two volunteers will share their entries, additions, and questions in the author's chair.
- Class discussion on how this process of expanding on their writing worked for them.
- Teacher and students will develop a procedural chart *Growing a Seed Idea* (p. 27) to refer to when they need help generating more information.

#### Work Products:

Charts, *Questions and Comments*, *Growing a Seed Idea*, notebook entries on growing a seed

### 3. Expanding a Seed Idea

#### MA ELA Standards

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

**ELPBO W.2 Writing** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

#### NCEE Performance Standards

##### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

##### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

###### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will grow a seed and write related entries.*

##### Opening

- Teacher will model adding more information to a seed idea.
- Teacher will record additional information on a chart, *Other Information.* ( *The Call of Stories*, p.30).

##### Work Period

- Students will revisit seed idea from previous day.
- Students will list possible questions about their entries and list ways to add relevant information.

##### Closing

- Children will work with partners to share the new information they just wrote.
- Teacher and children will discuss strategies for adding on to a seed idea.
- Teacher will record additional strategies on chart *Growing a Seed Idea.*

##### Work products:

Charts, *Other Information* and *Growing a Seed Idea*, student notebook entries

## Section 2: Developing Writing: Looking at Structure and Organization

### Lessons 4 - 13

#### 4. Organizing With a Series

##### MA ELA Standards

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

**ELPBO W.2 Writing** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

##### NCEE Performance Standards

###### Writing Standard 2

###### Writing Purposes and Resulting Genres/Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

###### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

###### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will develop a narrative organized with a series.*

###### Opening

- Teacher will read and discuss the book *Tulip Sees America* by Cynthia Rylant.
- Teacher and children will create an attribute chart, *Habits of Good Writers* using the strategies of Cynthia Rylant as examples (*The Call of Stories*, p. 40).
- Teacher will discuss the strategies used to by Cynthia Rylant to organize the book, *Tulip Sees America*.
- Teacher and students will make a chart, *How the Author Organizes with a Series* (*The Call of Stories*, p. 41).
- Teacher will prompt students to add strategy, organizing with a series of events, to chart *Strategies Good Writers Use* (*The Call of Stories*, p. 42)

###### Work Period

- Students will select a seed idea to develop using this strategy.
- Students will create a map or outline of a plan for developing a draft using a series structure.

###### Closing

- Students will share their plans for developing a story in groups of three.
- Individual children will share their work with the class.
- Students will discuss how looking at seed ideas and drafts help them to choose an idea to develop into a story using this strategy.

###### Work products:

Attribute charts, *Habits of Good Writers* and *Strategies Good Writer Use*, chart, *How the Author Organizes with a Series*, student maps/outlines for stories

## 5. Using Repetition to Tie Together the Components of a Series

### MA ELA Standards

19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.

**ELPBO W.2 Writing** Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

### NCEE Performance Standards

#### Writing Standard 2

#### Writing Purposes and Resulting Genres/Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

#### Speaking and Listening, Standard I, Habits

#### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

#### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will use a repeating line or lines to tie together a series of events.*

**\*Teachers should find examples of other books that use a series and a repeating line to organize the narrative, such as *The Hungry Caterpillar*, *Does the Kangaroo Have a Mother, Too?*\***

### Opening

- Teacher will review using a series as an organizational structure.
- Teacher will use *Tulip Sees America* and other familiar books to model repeating line and how it ties together the series.
- Students will brainstorm possible repeating lines to add to work that tie together a series.

### Work Period

- Students will read through their plans or drafts and consider using a repeating line or line variation to connect the series.
- Students will continue working on drafts from yesterday deciding whether to add in a repeating line.

### Closing

- Students who used repetition to connect the components in a series will share in the author's chair.
- Students who organized their drafts in a series without repetition will share in the author's chair.
- The class will discuss the two strategies of organizing a series and add to the chart, *A Strategy Good Writers Use (The Call of Stories p. 45)*.

### Work Products:

Chart, *Strategies Good Writers Use*, student drafts demonstrating a series.



## 6. Problem/Solution

### MA ELA Standards

23.1 Arrange events in order when writing or dictating.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

23.2 Arrange ideas in a way that makes sense.

**ELPBO W.1 Prewriting** Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 2

#### Writing Purposes and Resulting Genres/Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will use problem and solution to structure a story.*

#### Opening

- Teacher will read and discuss *Piggybook* by Anthony Brown.
- Teacher will introduce the problem/solution strategy used in *Piggybook*.
- Teacher will examples from *Piggybook* text to chart *How the Author Organizes Problem/Solution (The Call of Stories, p. 48)*.
- Teacher and students will discuss possible problem/solution stories from the students' lives.

#### Work Period:

- Students will go through their drafts and notebook entries to identify what they might develop with a problem/solution strategy.
- Students will develop a draft of a possible problem/solution story
- \*Teacher will extend lesson to additional days as needed so that all students can complete their drafts.\*

#### Closing

- In small response groups the children will share their seed ideas and/or drafts.

#### Work products:

Chart, *How the Author Organizes Problem/Solution*, student drafts

## 7. Completing A Draft of a Problem/Solution Story

### MA ELA Standards

23.1 Arrange events in order when writing or dictating.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

23.2 Arrange ideas in a way that makes sense.

### ELPBO W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 2

#### Writing Purposes and Resulting Genres/Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of events

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will draft a problem/solution story.*

#### Opening

- Teacher will review yesterday's lesson with chart, **How the Author Organizes Problem/Solution**.
- Teacher and students will discuss other kinds of conflicts found in previously read texts and list them on a chart, **Conflicts Found in Problem/Solution Stories** (*The Call of Stories*, p.51).
- Teacher will prompt students to add strategy, problem/solution structure, to chart **Strategies Good Writers Use** .(*The Call of Stories*, p.51)

#### Work Period

- Students will work on the drafts they started yesterday.
- Students will work with a response partner sharing their pieces.

#### Closing

- Partners will share in author's chair.
- Students will discuss how they listened and responded to each other.

#### Work Products:

Charts, *Strategies Good Writers Use* and *Conflicts Found in Problem/Solution Stories*, student drafts

## 8. Great Leads

### MA ELA Standards

**19.5** Write or dictate stories that have a beginning, middle, and end.

#### ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of event

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

##### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

###### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will write engaging leads for stories.*

\*Teacher will prepare ahead of time a three-column reference chart using title, author and lead columns (*The Call of Stories*, p. 55)\*

##### Opening

- Teacher will read and discuss *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield
- Teacher will facilitate a discussion on leads.
- Teacher will read and help students identify leads from *Tulips Sees America*, and *She Come Bringing Me That Little Baby Girl*.
- Teacher and children will fill in information about leads in the chart, *Leads That Engage the Reader* (*The Call of Stories*, p.55).
- Teacher will prompt students to add strategy, using leads, to an attribute chart, *Strategies Good Writers Use* (*The Call of Stories*, p. 56).

##### Work Period

- Students will reread and select a previous completed piece.
- Students will write an alternative beginning with a lead.
- Students will work in response groups, reading their leads and discussing them.
- After the discussion, students will revise and select the lead they want to use.

##### Closing

- Students will share the lead they selected for their draft and their reason for selecting it.

##### Work Products:

Charts, *Leads That Engage the Reader and Strategies Good Writers Us*, student developed leads

## 9. Surprise Endings

### MA ELA Standards

19.6 Write or dictate stories that have a beginning, middle, and end.

#### ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

#### ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of event

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

##### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

###### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will write surprise endings.*

\*Teacher will prepare ahead an attribute chart, **Surprise Endings**, with author, story ending, and strategy columns (*The Call of Stories*, p.59).\*

### Opening

- Teacher will facilitate a conversation about what students know about endings.
- Teacher will introduce surprise endings using *Piggybook* or any other book with a surprise ending.
- Teacher and class add the column, *Author's Strategy*, to the chart, *Surprise Endings*.

### Work Period

- Students select previously completed piece to reread and find one where a surprise ending will work.
- Students will write a new surprise ending making sure they have details in the story to support the ending.

### Closing

- In response groups, they will share their surprise endings and talk about whether the ending fits or does not fit the story.
- Students will meet in whole group to discuss problems and insights they had as they worked on surprise endings.

### Work products:

Chart, *Surprise Endings*, student revisions with surprise ending

## 10. Circular Endings

### MA ELA Standards

19.7 Write or dictate stories that have a beginning, middle, and end.

#### ELPBO W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

21.3 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

#### ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Evidence a plan in their writing, including making decisions about the sequence of event

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

##### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

###### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

*Students will write circular endings.*

##### Opening

- Teacher will read and discuss *Sitti's Secrets* by Naomi Shibab Ny.
- Teacher will reread first paragraph and the last two paragraphs of text emphasizing how the story starts and ends at the same place.
- Teacher and students will fill in the reference chart, *Circular Endings*. (See The Call of Stories, p. 62)
- Teacher will prompt students to add the strategy, circular ending, to the chart *Strategies Good Writers Use*. (*The Call of Stories*, p. 63)

##### Work Period

- Students will look at their seed ideas or think of a new idea that would work with a circular ending.
- Students will write a draft for a story with a circular ending.

##### Closing

- Students will work in response groups and review their drafts.
- The class will discuss students' process for planning a story with a circular ending.

##### Work products:

Charts, *Circular Endings* and *Strategies Good Writers Use*, student drafts of stories with circular endings.

## 11. Developing a Rubric for Organizing a Narrative

*\* Teacher will extend lesson to additional days as needed.\**

### MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Polish at least 10 pieces during the year

*Students will review an attribute chart, Strategies Good Writers Use.*

*Students will select a draft to revise for publication.*

*Students will begin to create a rubric for personal narratives.*

*\* Teacher will prepare ahead of time a sheet of paper for the rubric (See p.56).\**

### Opening

- Teacher will review *Strategies Good Writers Use* attribute chart with class and discuss features of a good story (*The Call of Stories*, p.67).
- Teacher will model how to select a draft for publication using think aloud and sticky notes (*The Call of Stories*, p.67).

### Work Period

- Students will read their drafts and select one for review using rubric.
- Teacher will guide students to build a rubric on the personal narrative using the categories of leads & story structure(Narrative Rubric,*The Call of Stories*,p. 69).
- Students will review selected draft using rubric as a tool to assist revision.
- Students will identify area/areas of possible revision based on rubric.

### Closing

- Students will discuss the writing process so far with an emphasis on looking at their work and reflecting on it.
- Students will share possible areas for revision in selected drafts.

### Work product:

Charts: *Strategies Good Writers Use* and *Rubric for Personal Narrative*

## 12. Completing the Rubric for Personal Narrative

### MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

#### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Polish at least 10 pieces during the year

*Students will use a rubric as a guide for revision.*

*Students will make a decision about revision based on rubric.*

*\*Teacher will extend lesson to additional days as needed.\**

#### Opening

- Teacher will review and discuss using rubric as a tool for revision.

#### Work Period

- Teacher will guide students to extend the process of creating the rubric expanding the criteria to include, beginning, middle, and end, endings and leads, series of episodes, and problem/solution structures. (See *The Call of Stories*, pp. 74-75.)
- Student will begin to revise selected drafts based on rubric criteria.

#### Closing

- Students will discuss what they have learned about using a rubric to become better writers.

*\*Teacher will make finished copies of Rubric for Personal Narrative.\**

#### Work products:

*Rubric for Personal Narrative*, student drafts with revisions based on rubric

### 13. Creating and Using a Rubric About Writing Habits of Good Writers

#### MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

**ELPBO W.3 Revising** Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

#### NCEE Performance Standards

##### Speaking and Listening, Standard I, Habits

###### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Polish at least 10 pieces during the year

*Students will create and use a rubric about the writing habits of good writers.*

\*Teacher will prepare a sheet of paper for the rubric ahead of time.\*

#### Opening

- Teacher will review the chart *Habits of Good Writers*. (*The Call of Stories*, p.77)

#### Work Period

- Teacher will assist children in developing a rubric incorporating ideas from the *Habits of Good Writers* chart. (*The Call of Stories*, pp. 77-79)

#### Closing

- Children will discuss how these habits are important to lead a writer's life.
- Students will talk about using the rubric, *Habits of Good Writers*, to improve their skills as writers.

#### Work products:

Rubric, *Habits of Good Writers*

### **Important Note**

**At this point, teacher should assess children to see if they need more listening to literature to improve their writing of narrative. See pp. 80 for possible questions to ask. It is appropriate to complete an Author Study for an in depth experience with literature before going on to Section III of the Narrative Genre Study**

**In effect, second graders may go on to Vera B. Williams Author Study at this point and return to Section III of Personal Narrative at a later date.**

## Section 3: Character Development

### Lessons 14 - 21

#### 14. How Characters Come Alive

##### MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

##### NCEE Performance Standards

##### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

##### Students will analyze how an author develops a character.

\*Teacher will prepare ahead of time an attribute chart about characters with columns for physical appearance, feelings, thoughts, actions, and other observations. (*The Call of Stories*, p.89)\*

##### Opening

- Teacher will read *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield and discuss the development of the character, Kevin, with the students.
- Teacher will record students' comments by filling in the *Character Chart* about Kevin. (*The Call of Stories*, p. 89)

##### Work Period

- Students will reread their drafts and identify an important character to develop further.
- Students will use one of the strategies discussed in the *Character Chart* to make the character come alive.
- Teacher will guide students to add the strategy, character development, to *Strategies Good Writers Use* chart. (*The Call of Stories*, p. 90)

##### Closing

- Students will share work on character development in author's chair.

##### Work products:

Charts, *Character Chart* and *Strategies Good Writers Use*, student draft with character revisions

## 15. Writing Physical Descriptions of Characters

### MA ELA Standards

12.2 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

#### Students will write physical descriptions of characters.

- \*Teacher will prepare ahead of time a quote from *Sitti's Secrets* by Naomi Shihab Nye. Copy the first line of the last paragraph which begins, "A few curls peeked..."

#### Opening

- Teacher will have students name some favorite characters in books.
- Teacher will ask the students to picture the characters in their mind.
- Students will share in a group of two or three what they visualized.
- Teacher will read aloud and discuss the passage from *Sitti's Secret* underlining specific words and phrases that show physical description.
- Teacher will guide students to add to chart, *How Naomi Shihab Described Her Grandmother. (The Call of Stories, p. 93)*

#### Work Period

- Students will imagine a character in their drafts and orally share with a partner what they see.
- Students will write the description of a character stressing physical appearance.

#### Closing

- Teacher will guide students to add to chart the strategy, describing physical appearance, to the chart *Strategies Good Writers Use. (The Call of Stories, p. 94 )*
- Children will read aloud their physical descriptions of a character.

#### Work products:

Charts, *Strategies Good Writers Use* and *How Naomi Shihab Described Her Grandmother*, student drafts with physical description of a character

## 16. Characters Learn and Change

### MA ELA Standards

12.3 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as external ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

**Students will explore how characters grow and change.**

\* Teacher will prepare ahead of time a chart, **How Characters Learn and Change** with columns for title and author, examples of how characters change, what was learned or changed, and key events that caused the change. (*The Call of Stories*, p.97)\*

##### Opening

- Teacher will review the character of Kevin in *She Come Bringing Me That Little Baby Girl* by Eloise Greenfield and discuss how Kevin grew and changed during this story.
- Teacher will guide the students in filling in the chart, **How Characters Grow and Change**, with examples from the text. (*The Call of Stories*, p. 97)
- Teacher will guide students in adding a line about how characters grow and change in *Strategies Good Writers Use*. (*The Call of Stories*, p. 98)

##### Work Period

- Students will select a draft with a character who can show growth and change.
- In response groups, students will share how they will show character growth and change in their writing.
- Students will revise draft to show character growth and change.

##### Closing

- Students will share in author's chair characters they developed that grew and changed.
- Teacher will direct a class discussion about both the ease and difficulty of trying to develop a character by showing growth and change.

##### Work products:

Charts, *Strategies Good Writers Use* and *How Characters Learn and Change*, student revised drafts with more developed characters

## 17. How Professional Writers Show A Character's Inner Feelings and Thoughts

### MA ELA Standards

12.4 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Incorporate some literary or “writing” language that does not sound like speech  
Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as external ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

#### Students will explore a character's inner feelings and thoughts.

*\* Teacher will prepare ahead of time a passage in two touchstone texts that model a character's feelings and thoughts.\**

*\*Teacher will prepare ahead of time a reference chart, **Showing a Character's Feelings and Thoughts.** (*The Call of Stories*, p.100)\**

#### Opening

- Teacher will review the development of character in *She Come Bringing Me That Little Baby Girl* highlighting examples from the text showing inner feelings and thoughts. (Alternate suggested text might be *Chicken Sunday* by Patricia Polacco)
- Teacher will guide students in creating an attribute chart, *Showing a Character's Feelings and Thoughts.* (*The Call of Stories*, p. 100)

#### Work Period

- Students will select a draft containing a character they will develop in more detail.
- With response partners, students will share and discuss character's inner feelings or thoughts and how they might add these details to their drafts.
- Students will revise draft to include inner thoughts and feelings of character.

#### Closing

- Teachers will guide students in adding the strategy, using feeling words and thoughts, to the chart *Strategies Good Writers Use.* (*The Call of Stories*, p. 101)
- Students will share their drafts in author's chair.
- Students will ask questions and give feedback about character's feelings and thoughts.

#### Work products:

Charts, *Showing a Character's Inner Feelings and Thoughts* and *Strategies Good Writers Use*, student drafts with character revisions

## 18. Developing Internal Events

### MA ELA Standards

#### MA ELA Standards

12.5 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as internal ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Students will write a character's internal feelings and thoughts.*

\*Teacher will prepare ahead of time a draft of their own writing on chart or overhead to model a character's inner feelings and thoughts.\*

##### Opening

- Teacher will display and review strategies on chart, *Showing a Character's Inner Feelings and Thoughts*. (*The Call of Stories*, p.100)
- Teacher will read their own draft and think aloud about strategies for revision that will show a character's inner feelings and thoughts. (*The Call of Stories*, p. 103)
- Teacher will record their revisions that show character's inner thoughts and feelings to the draft.
- Teacher will guide children to add the strategy, using thinking and feeling words, to the chart, *Showing a Character's Inner Feelings and Thoughts*. (*The Call of Stories*, p. 104)

##### Work Period

- Students will revisit a draft to develop a character by adding examples of the character's inner feelings and thoughts.

##### Closing

- Students will share their revised drafts in small response groups.
- In whole group, students will read the character development section of their drafts.
- Students will orally reflect on the strategies that they used to show a character's inner feelings and thoughts.

##### Work products:

Chart, *Showing a Character's Inner Feelings and Thoughts*, teacher's draft, student drafts

## 19. Using Dialogue To Develop Character

### MA ELA Standards

12.6 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as external ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Students use actual words a character speaks to develop characters.*

\*Teacher will prepare ahead of time a section of *Chicken Sunday* (pages 6-8) that begins “In the kitchen...” and ends “Come have some tea with me.” \*

##### Opening

- Teacher will read and discuss *Chicken Sunday* by Patricia Polacco.
- Teacher will guide students in discussion about character dialogue in the pre-selected section. (See pages 6-8)
- Teacher will guide students to fill in the reference chart *Words and Phrases That Indicate How Characters Speak* using examples from Patricia Polacco’s text. (*The Call of Stories*, p. 106)

##### Work Period

- Students will select an important character from a draft.
- Students will write a background sketch of this character including physical appearance, thinking and feeling words, and dialogue.

##### Closing

- Children will read their character sketches to a response partner.
- Children will underline or highlight good examples of dialogue, physical description, inner thoughts and feelings, and character change.
- Children will read an example of character development in a quick read around.
- Teacher will guide students to add the strategy, dialogue, to the chart *A Strategy Good Writers Use*. (*The Call of Stories*, p. 107)

##### Work Products:

Charts, *Words and Phrases That Indicate How Characters Speak* and *Strategies Good Writers Use*, student character sketches

## 20. Creating a Believable Character, Part 1

### MA ELA Standards

12.7 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as internal ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Students will write stories with characters who are believable.*

\*Teacher will prepare a draft of a story with revisions ahead of time\*

##### Opening

- Teacher will display the model draft of their own writing to review development of a character.
- Teacher will underline passages that reflect the writing strategies used to make character revisions.
- Teacher will guide students to discuss and describe the strategies used.
- Teacher will record strategies on the *Draft/Strategies Used* chart.  
(*The Call of Stories*, p.110)

##### Work Period

- Students will review character sketch developed in previous lesson.
- Students will expand their sketches into a narrative draft using strategies discussed.

##### Closing

- Students will discuss the ease and difficulties of developing a believable character in their writing.

##### Work Products:

Chart, *Draft/Strategies Used*, student drafts of believable characters



## 21.Creating A Believable Character, Part 2

### MA ELA Standards

12.8 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

### NCEE Performance Standards

#### Writing Standard 2/Writing Purposes and Resulting Genres

##### Narrative Writing

Create a believable world and introduce characters rather than simply recount a series of events, using specific details about characters and settings and developing motives and moves

Develop internal events as well as internal ones

Use a variety of writing strategies such as dialogue, transitional phrases, time cue words, etc.

*Students will write stories with characters that are believable.*

\*Teacher will display a draft of their own writing with working notes from the previous lesson.\*

##### Opening

- Teacher will review the work from yesterday surveying what the children did or are working on.

##### Work Period

- Students will continue their drafts from yesterday.
- As students finish their work, they will work with response partners to read their drafts with a focus on developing believable characters.
- Students will refer to reference chart, *Draft/Strategies Used* to respond to partner. (*The Call of Stories*, p. 110)

##### Closing

- Students will share the process of writing and responding.
- In the author's chair, students will share the strategies they used to develop believable characters.

##### Work Products

Chart, *Drafts/Strategies Used*, student's character sketch

## Section 4: Developing the Author's Craft

### Lessons 22 - 24

#### 22. Setting

##### MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

**ELPBO R.4 Literary Elements and Techniques** Students will identify and analyze text elements and techniques of written English as used in various literary genres.

##### NCEE Performance Standards

##### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Discussing Books

Note and talk about author's craft: word choice, beginnings and endings, plot, and character development

Discuss plot and setting

##### Vocabulary

##### Taking on language of author

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

*Students will develop strategies for establishing setting.*

\*Teacher will prepare an example of setting that creates a mood.\*

##### Opening

- Teacher will read and discuss *Too Many Tamales* by Gary Soto focusing on how the setting creates a mood.
- Teacher and students will share other examples of setting from books such as *Owl Moon* by Jane Yolen, *Shortcuts* by Donald Crews, and *Scary, Scary Halloween*.
- Teacher may ask students to share ideas for describing setting.
- Teacher will guide students to add a line about setting to chart, *Strategies Good Writers Use*. (*The Call of Stories*, p.123)

##### Work Period

- Students will find a draft in which setting can be further developed.

##### Closing

- Students will have a read around to share settings.
- Teacher will guide a student discussion on strategies they used and their thinking as they wrote.

##### Work Products:

Chart, *Strategies Good Writers Use*, student drafts



## 23. Using the Language of Authors

### MA ELA Standards

#### Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

#### ELPBO Listening and Speaking S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

**ELPBO S.3 Academic Interaction** Students will comprehend and communicate orally, using spoken English to participate in academic settings.

### NCEE Performance Standards

#### Writing Standard 3/Language Use and Conventions

##### Vocabulary and Word Choice

###### Using one's own words

Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion

Make word choices that show reveal they have a large enough vocabulary to exercise options in word choice

###### Taking on language of authors

Make choices about what words to use on the basis of whether they accurately convey the intended meaning

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

*Students will use the language of authors.*

#### Opening

- Teacher will reread and discuss *Piggybook* with a focus on strategies, techniques, interesting language, and patterns.
- Teacher will go through the book page by page to elicit strategies students noticed.
- Teacher will guide students in creating the chart *Interesting Language and Techniques from Other Writers* (*The Call of Stories*, p. 125)
- Teacher will guide students to add language of authors to *Strategies Good Writers Use* chart (*The Call of Stories*, p. 126)

#### Work Period

- Students will write a narrative draft that includes interesting language and techniques borrowed from authors

#### Closing

- Students will share their drafts, identifying specific language and techniques borrowed from other authors.

#### Work Products:

Chart, *Interesting Language and Techniques from Other Writers*, student drafts

## 24.Descriptive Details

### MA ELA Standards

#### Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*)
- 5.1 Use language to express spatial and temporal relationships (*up, down, before, after*).

**ELPBO Listening and Speaking S.1 Vocabulary** Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

**ELPBO S.3 Academic Interaction** Students will comprehend and communicate orally, using spoken English to participate in academic settings.

### NCEE Performance Standards

#### Writing Standard 3/Language Use and Conventions

##### Vocabulary and Word Choice

###### Using one's own words

Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion

Make word choices that show reveal they have a large enough vocabulary to exercise options in word choice

###### Taking on language of authors

Make choices about what words to use on the basis of whether they accurately convey the intended meaning

Extend their writing vocabulary by using specialized words related to the topic or setting to their writing

*Students will recognize descriptive details in literature.*

*Students will use descriptive language in writing.*

\*Teacher will prepare a chart or overhead with three passages to model descriptive language. \*

\* Teacher will select a sample draft to model adding descriptive language.\*

#### Opening

- Teacher will read passages one at a time.
- Students will highlight and discuss specific words or ways of creating a picture.
- Teacher will use sample draft to model how to borrow ideas, words, or phrases to add descriptive details. (*The Call of Stories*, p. 129)
- Teacher will guide students to add strategy of descriptive details to *A Strategy Good Writers Use*. (*The Call of Stories*, p.130)

#### Work Period

- Students will re-read their drafts.
- Students will add descriptive details to their drafts to paint a clearer picture.

#### Closing

- Students will share their writing in groups discussing their challenges and insights.

#### Work Products:

Chart, *Strategies Good Writers Use*, student drafts

## Section 5: Reflecting on Writing A Personal Narrative

### Lessons 25 - 26

#### 25. Adding New Learning To The Rubric For Personal Narratives

##### MA ELA Standards

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

##### ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety and organization of ideas when writing in English for a particular audience and purpose.

##### NCEE Performance Standards

##### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Polish at least 10 pieces during the year

*Students will select a draft for revision.*

*Students will use rubric to improve work during revision.*

##### Opening

- Teacher will review *Strategies Good Writers Use* chart, emphasizing how much the students have learned and grow as writers.
- Student will discuss and share which strategies have been the most important to them in improving their writing.
- Teacher will model using the *Rubric for Narrative* and identifying where strategies are on the rubric and how students can use the rubric to improve writing during revisions

##### Work Period

- Students will select a draft for revision.
- Students will use sticky notes to mark specific revision areas that are linked to the rubric.
- Students will begin work on revising their drafts based on rubric criteria.

##### Closing

- Students will share plans for revision and work to date.

##### Work Products:

Narrative Rubric, student drafts

## 26. Completing the Rubric For Personal Narratives

*\*This lesson will be a multi-day lesson*

### MA ELA Standards

21.3 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

### ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

### NCEE Performance Standards

#### Speaking and Listening, Standard I, Habits

##### Talking a Lot

Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit

##### Writing Standard 1/Habits and Processes

Write daily

Generate their own topics and make decisions about which pieces to work on for several days or longer

Reread their work often with the expectation that others will be able to read it

Regularly solicit and provide useful feedback

Routinely reread, revise, edit, and proofread their work

Take on strategies and elements of author's craft that the class has discussed in their study of literary works

Apply commonly agreed upon criteria and their own judgment to assess the quality of their own work

Polish at least 10 pieces during the year

*Students will continue work one draft for revision.*

*Students will use rubric to improve work during revision.*

### Opening

- Students will bring ongoing drafts to meeting area.
- Teacher will review *Narrative Rubric* developed so far and add any necessary criteria from the *Strategies Good Writers Use* chart.

### Work Period

- Students will continue to revise drafts with a target clearly established for completion and publication.

### Closing

- Students will share revisions to date and discuss how rubric criteria helped them to revise work.

### Work Products:

Narrative Rubric, revised drafts

### *Personal Narrative Rubric*

<i>Got It</i>	<i>On the Way</i>	<i>Not Yet</i>
<p>Has effective leads that:            Introduce the main characters            Includes the setting            States a problem            Shows character's feelings            Shows characters's motives            Includes feelings, details, and events that are returned to in the ending</p>	<p>Has simple leads that:            Include settings            Introduces the main character            States a problem</p>	<p>Has no sense that a story is beginning.</p>
<p>Creates a believable world that is organized with a beginning, middle, and end            Includes relevant information            Develops a chronology of events through:            A series of episodes            A problem/story structure</p>	<p>Is organized with a beginning, middle, and end            Includes most of the relevant information            Has a loosely structured chronology of events that includes:            A series of episodes            A problem/story structure</p>	<p>Does not contain sequence of events that is loosely organized            Beginning, middle, and end are not developed            Order of events may not make sense            Needs more information</p>
<p>Incorporates strategies and elements of author's craft including:            Creating a setting that sets a mood            Using author's language such as specific words, details, and sentence patterns such as repetition            Incorporates many descriptive details such as sensory language and specific colors, numbers and words</p>	<p>Occasionally borrows strategies and elements of author's craft by:            Mentioning setting            Borrowing a phrase            Includes some writing descriptions such as sensory language and specific colors, numbers and words</p>	<p>Uses only general or simple terms. Little rich language in employed.</p>

<p>Creates believable characters who are important to the plot by using the following strategies:  Describes physical appearance with specific and interesting words, comparisons, or details  Shows how characters change through feelings, thoughts, or actions and writing about key events that brought about change  Shows inner thoughts or feelings using words like thought, felt, or wondered  Includes dialogue that sounds like talking</p>	<p>Writes about characters using several of the following strategies:  Describing physical appearance  Shows how characters change through feelings, thoughts, or actions  Shows inner thoughts or feelings  Includes dialogue that sounds includes words, phrases, or sentences</p>	<p>Introduces characters without development</p>
<p>Ending is interesting, makes sense, and lets reader know story is ending  Ending may include:  Surprise twist with clues supported in story  Circular ending that echoes beginning</p>	<p>Ending makes sense but may end abruptly.  Ending may include:  Surprise ending with little or no clues in story  Circular ending that attempts to echo beginning</p>	<p>No sense of ending  Story just stops</p>

***Artifacts for Personal Narrative, The Call of Stories, Gr.***

*The implementation of the Personal Narrative, The Call of Stories, Gr. 2 will generate a group of materials that will document the Routines and Rituals of the workshop and will function as points of reference for both teachers and students. These artifacts should be clearly displayed and integrated into daily instructional practice.*

*Each classroom should have the following tools:*

**Student Writing Folders  
Student Writing Notebooks  
Word Wall  
Rubric for Personal Narrative**

*The following attribute charts will be developed with students, recorded by teacher, and used as points of reference during the workshop:*

**Strategies Good Writers Use  
Guide for Response  
Questions and Comments  
Growing a Seed Idea  
Other Information  
Habits of Good Writers  
How the Author Organizes with a Series  
How the Author Organizes Problem/Solution  
Conflicts Found in Problem/Solution Stories  
Leads That Engage the Reader  
Surprise Endings  
Circular Endings  
Character Chart  
How Naomi Shihab Described Her Grandmother  
How Characters Learn and Change  
Showing a Character's Inner Feelings and Thought  
Words and Phrases That Indicate How Characters Speak  
Draft/Strategies Used  
Interesting Language and Techniques from Other Writers**

## *References*

Personal Narrative, The Call of Stories, Gr. 2, America's Choice, 2005.

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Literacy Workshop, Gr. 2, El Paso Public Schools  
<http://epcae.org>

Reading and Writing Grade by Grade: Primary Literacy Standards for K-3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 1999.

Speaking and Listening, PreK-Grade 3, National Center on Education and the Economy (NCEE), University of Pittsburgh, 2001.