Family Stories – Personal Narratives - Debbie Powell (1:15 – 2:15)

Goals:  
To develop a rubric  
To compose a personal narrative

Objectives:  
Students will develop a rubric for personal narrative.  
Students will write a group personal narrative using a story map organizer.  
Students will assess the group story using the rubric.  
Students will use their story map organizer to compose their stories.  
Students will self-evaluate before teachers’ evaluations.  
(In December - teachers will assess students writing for the 6-Traits as a diagnostic tool.)

Core Curriculum:
Language Arts
Writing
Students effectively use written language for a variety of purposes and with a variety of audiences.  

Six Traits of Writing

√ idea development, focus, details (Ideas)  
√ organizational structure (Organization)  
√ author's voice, purpose, consideration of audience, tone and style (Voice)  
√ precise language and phrasing (Word Choice)  
√ correctness, rhythm and cadence of sentences (Sentence Fluency)  
√ mechanical correctness (Conventions)

Social Studies
Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points.

• Demonstrate the ability to place events in chronological sequence. (SS1-F1)  
   PO 1. use a timeline to place in order important events in a student’s life and relate to other events  
   PO 2. sequence a series of events  

• Describe everyday life in the past and recognize that some aspects change and others stay the same. (SS1-F2)  
   PO 1. use primary source materials, including photographs, artifacts, interviews and documents to trace the history of a family from long ago

November 6, 2001
1. Students will draft a rubric to assess personal narratives. We will use the story map organizers and the oral storytelling to assist us.

   Conventions  
   Descriptive Words (Word Choice)  
   Beginning, Middle, and End (Organization/Sentence Fluency)  
   Problem (Voice/Content & Ideas)

2. Students will compose a shared story using Ms. M.’s story map.

3. We will assess it using our rubric. With different colored markers, we will circle words/phrases that meet the rubric criteria.

4. Using their story maps and the rubrics as guides, students will compose their own stories.

5. They will assess their own work using the rubric.

6. Illustrate students' stories and publish a class book.