Draft a Personal Narrative

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Share a personal experience.
• Use complete sentences.
• Use common nouns, adjectives, and personal pronouns.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Understand that a personal narrative has a beginning, a middle, and an end.
• Analyze features of a personal narrative.
• Reread from the beginning of a sentence or text.

Writing
• Write a personal narrative.

Materials
• Prepared graphic organizer (BLM 1 from Day 1)
• Chart paper and blue, red, and green markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the graphic organizer you created on Day 1 on chart paper or using the interactive whiteboard resources. Use it to write the beginning of your personal narrative. Say: Today I will begin writing a draft, or first copy, of my personal narrative. I will use the ideas I drew on my beginning/middle/end graphic organizer. When I draft, I try to get my ideas on paper. I don’t worry if I make mistakes. I know I can go back later and edit my work. Right now I just want to concentrate on developing my characters, setting, problem, and resolution.

Think aloud as you write, referring to your graphic organizer. Include only the characters, setting, and problem. Model how to begin a narrative and include the story elements in a natural, conversational manner. Here is an example:

I started at a new school. I only knew my cousin. I felt scared!

Sample Personal Narratives Draft

As you write, model the following:

• Emphasize any concepts about print that students need to practice.
• Tell how you remember high-frequency words.
• Model how to say the other words slowly and use letter/sound relationships to help you write them. For words with irregular or higher-level spelling patterns, remind students that they can just write the sounds they hear.
• Model rereading from the beginning of the sentence after each word.

Say: I didn’t finish my draft today, but I can continue it tomorrow. Remember that sometimes writers work on drafting one piece of writing for several days.

Ask students to reread your draft with you. You may wish to color-code your personal narrative to draw attention to the genre features you have included by underlining the characters in blue, the setting in red, and the problem in green. Say: If you are ready today, you can begin writing your personal narrative. You can write about the characters, setting, and problem.

NOTE: Save the graphic organizer and your draft to use in the next lesson.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite students to use the drawings on their graphic organizers to retell their personal narratives. Say: *Remember to retell the characters, setting, and problem in your story.* Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Say: *Remember to focus on your characters, setting, and problem/resolution as you work on your personal narrative today.* Support students as needed as they work to get their narratives on paper. Allow students to get ideas and help from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. If time allows, invite students to color-code their drafts by underlining the characters in blue, the setting in red, and the problem in green.

4. Share (5 MINUTES)

Invite two or three students to share their drafts. Point out and celebrate examples of characters, settings, and problems/resolutions. You may also wish to provide additional modeling based on your observations during Independent Writing and Conferring. Some students may have difficulty including both a problem and a resolution. Work with a small group of these students. Ask a volunteer to tell a problem, and ask other students to help you write a sentence about the problem. Then ask the volunteer to share how the problem is solved. Ask students to help you write a sentence about the resolution. Repeat with other problems and resolutions from other students in the group.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will think of an interesting way to write my first sentence so that my readers will want to read more.
- I know that I should end every sentence with punctuation. I will reread and make sure that I have used punctuation marks correctly.

Directive and Corrective Feedback
- Visualize your setting. Tell me what you want your readers to picture as they read your message. Now write that.
- What features of a personal narrative do you need to remember to include when you write?
- Read this sentence for me. Have you told a complete thought? What’s missing? What could you write instead?

Self-Monitoring and Reflection
- Look at your graphic organizer. Have you written all you want to write about your characters, your setting, and your problem?
- What was the hardest part of starting your new personal narrative?

Validating and Confirming
- You made good progress today in writing a new personal narrative! I can picture this character because of the way you write about him/her. I like the way you used a pronoun to make this sound like talking.

Teacher Tip

If you have students who would benefit from additional modeling and support, you may wish to meet with a small group of these students during Independent Writing and Conferring.