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 about starting at a new school.
• 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)
• Teacher’s draft of personal narrative (from Day 2)
• Chart paper and yellow markers
• Interactive whiteboard resources

1. Focus (15 MINUTES)

Display the Personal Narratives graphic organizer you created on Day 1 on chart paper or using the interactive whiteboard resources. Ask students to reread your draft with you. Say: Today I will continue writing the draft I started yesterday. I will use the ideas I drew on my beginning/middle/end graphic organizer. Before I start writing, I will reread what I wrote to help me get ready to move on.

Complete your draft about starting at a new school. Think aloud as you write, referring to your graphic organizer. Write the resolution. Model how to 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!

My cousin shared his friends. Then I made my own friends.
I loved my school!

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.

Ask students to reread your completed draft with you. Then finish color-coding your personal narrative by underlining the resolution in yellow. Say: Today you can continue writing your personal narrative. If you are ready, you can write the resolution to your problem.

NOTE: Save a copy of your draft to use to model revising for word choice in Week 13. Before tomorrow’s lesson, make a second copy of your draft and embed a few errors in capitalization and of missing end punctuation. See the examples of possible errors provided in tomorrow’s lesson.
2. Rehearse  (5 MINUTES)

Distribute students’ writing folders and invite students to use their graphic organizers to retell the resolution. Move among the pairs of students to monitor and support their efforts.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I felt _____ because ______.
• _____ helped me by ______.
• Then I felt ______.

3. Independent Writing and Conferring  (20 MINUTES)

Say: Today you can continue writing your personal narrative. Think about the resolution to your problem. 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 finish color-coding their drafts by underlining the resolution in yellow.

4. Share  (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:
• Invite volunteers to share their drawings and explain how the drawings tell about the information in their personal narratives.
• Work with students who are struggling with their writing and ask them to share what they find difficult when writing personal narratives. Discuss which parts they find easier and harder to write. Encourage students to share the strategies they use to help them write, or model strategies that you use.
• Encourage students to share the words from their sentences that they found hard to write and the strategies they used to write them. Write the words on chart paper and use them to demonstrate applying purposeful phonics connections.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will think about how I want my personal narrative to end.
• The resolution to my narrative will be ______.

Directive and Corrective Feedback
• Look at your graphic organizer. What is the resolution? What can you write about it in your personal narrative?
• Reread what you’ve written so far. Then think about what happens next in your narrative.
• You could add a describing word here. Tell how you felt.

Self-Monitoring and Reflection
• What could you do right now to help you get started?
• Show me where you developed the problem in your narrative. Now tell me your resolution.
• What part of the writing gave you the biggest challenge? What did you do to help yourself?

Validating and Confirming
• You have written a strong problem and resolution in your personal narrative.
• I can picture your setting in my mind. You used some nice describing words!
• You worked very hard to hear the sounds in those words!

Teacher Tip

Continue to ask students to say words slowly and write what they hear. Encourage them to keep a list of high-frequency words they learn to write. Celebrate each gain in sound/symbol relationships and known words.