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 in a personal narrative.
• Reread from the beginning of a sentence or text.

Writing
• Write a personal narrative.

Materials
• Prepared graphic organizer (BLM 1 from Week 10, Day 5)
• Editing Checklist (from Week 9)
• Chart paper and blue, red, and green markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer you created last week on Day 5 on chart paper or using the interactive whiteboard resources. Use it to retell your personal narrative. Say: Last week I used this graphic organizer to help me plan my personal narrative about a time when I got lost. 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.

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:

Rico and I went to the mall. We ran over to a toy shop.
Then we could not see our dads!

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 a sentence after each word.

Ask students to reread your draft with you. If you wish to emphasize specific personal narrative features, model how to color-code your personal narrative by underlining the characters in blue, the setting in red, and the problem in green. Say: Today you will begin writing your personal narrative. You will use the graphic organizer you created last week to help you 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 tell their partners what they will be working on during independent writing time. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Say: Now it’s your turn to write independently. If you are beginning a new first draft, make sure that you introduce your characters and setting to the readers and tell about the problem in the beginning of your narrative. If you are editing a draft, review our editing checklist to remember what you should look for. 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. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will think about how I want my narrative to end.
- Notice what I do when I get ready to start a new word.

Directive and Corrective Feedback
- Look at your graphic organizer. Point to your characters. Point to your setting. Point to your problem.
- Tell me what happened next. Use your graphic organizer to help you.
- Say the word ______. What letter stands for the sound ______?

Self-Monitoring and Reflection
- Point to the part that tells what happened at the end.
- Show me where you write about the problem. Tell me how you plan to resolve the problem.
- How could you start this sentence in a different way?

Validating and Confirming
- You have a beginning and a middle!
- I can picture the setting in my mind. Your describing words help me.
- You told the problem you had when ______!
- You wrote the word ______! I like the way you worked that out!

Teacher Tip
If you have English learners and struggling writers who are not ready to draft independently, invite them to storyboard the beginning, middle, and end of a personal narrative. Ask each student to narrate each frame orally. Work with the student to write a message below each frame and point out the setting, characters, problem, and resolution in the illustrated personal narrative.