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 Day 1)
• Teacher’s draft of personal narrative (from Day 1)
• Chart paper and yellow markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer you used yesterday on chart paper or using the interactive whiteboard resources. Then ask students to reread your draft with you. Say: This is the draft I started writing yesterday. I used the graphic organizer to help me write about the characters, setting, and problem. Today I will finish writing the draft, or first copy, of my personal narrative. I will use the ideas I drew on my graphic organizer about the end of the story to write about the resolution.

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:

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

A police officer helped us find our dads. Our dads hugged us! We stayed with our dads after that.

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. You may wish to finish color-coding your personal narrative by underlining the resolution in yellow. Say: Today as you work on your personal narrative, make sure that you have a strong resolution to your problem.

NOTE: Save a copy of your draft to model revising for word choice in Week 13. Before the next lesson, rewrite a second copy of your draft embedding a few errors in capitalization and of missing end punctuation. See the examples of errors provided on Day 3.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite students to work with a partner. Say: *Use your graphic organizer to retell the resolution to the problem in your story.* Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Say: *Today you can continue writing your personal narrative. Pay special attention to the resolution to your problem. Remember that personal narrative writers always include a resolution to the problem in their narratives.* 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 read aloud their drafts. Ask students who are listening to close their eyes and visualize the sentences that other students are sharing. Ask volunteers to tell what they visualized. Then ask the writers to show their drawings on their graphic organizers.

- Invite volunteers to hold up their sentences and point to where they used uppercase letters and end punctuation. Ask them to tell why they used a period or exclamation point.

- Ask several students to read aloud their sentences, one by one. Ask listeners to tell the describing words they heard in each sentence. Encourage students to suggest other describing words the writer could use.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- Today I’m going to use my graphic organizer to help me get started.
- I will try to state my problem in an interesting way.

**Directive and Corrective Feedback**
- Look at the beginning section of your graphic organizer. Now close your eyes and imagine yourself at that moment. Describe where you are, who is with you, and what is happening to you.

**Self-Monitoring and Reflection**
- Tell me how you plan to start your personal narrative.
- Reread what you wrote. Did you describe the setting? Did you introduce the characters? Did you tell the problem? Show me where you did that.

**Validating and Confirming**
- You have a beginning, a middle, and an end!
- You told a problem and how you resolved it! Those are important parts of a personal narrative.
- You wrote the word ______! I like the way you worked that out!

**Teacher Tip**

Students will work at different paces during Independent Writing and Conferring. Validate their efforts and provide support as needed. A student who completes his or her draft before others may proceed to writing independently or with another peer who has finished. Use the Class Status Chart in *Making Sense of the Writer’s Workshop* to track students’ progress each day.