**Mentor Text**

**Objectives**

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

**Reflecting Reading in Writing**
- Understand that a personal narrative has a beginning, a middle, and an end.
- Analyze features of a personal narrative.

**Writing**
- Draw a beginning/middle/end graphic organizer.

**Materials**
- Mentor big book: *Personal Narratives*
- Personal Narratives anchor chart (from Week 9)
- Personal Narratives graphic organizer (BLM 1)
- Chart paper and markers
- Interactive whiteboard resources

**1. Focus** *(15 MINUTES)*

Refer to the Personal Narratives anchor chart posted in your classroom and review it with students.

Display a copy of BLM 1 on chart paper or using the interactive whiteboard resources. **Say:** Today I’m going to use this graphic organizer to help me prewrite another personal narrative.

Display page 5 of *Personal Narratives* using the big book or interactive whiteboard resources. Refer to the Sample Problems web on page 5. **Say:** I’ve chosen several topics from this web. I wrote about getting lost, getting sick, and starting at a new school. Today I’d like to write about losing my dog. I remember one time when my friend Kira came over to visit. She forgot to shut the gate and my dog Rex got out and ran away! I’ll show this in the “Beginning” box. I was very worried. Mom, Kira, and I looked for Rex. I’ll draw this in the “Middle” box. Then we finally found Rex in the park, playing with his friend. I’ll draw this in the “End” box.

Model checking that you have all the features of a personal narrative. **Say:** Now I need to check that I’ve included all the features on my graphic organizer. What features am I checking for? (Allow responses.) Yes. I need to check that I show my characters, the setting, the problem, and the resolution, and that I have a beginning, middle, and end to my story. I have included the characters: Kira, me, Rex, and my mom. I show two settings: my house with the gate open and the park. I show my problem in the first box when Rex runs out the door. (Allow responses.) I show the resolution when we find Rex at the park.
Refer to the Personal Narratives anchor chart displayed in your classroom, and point to the first bullet. **Say:** Remember that personal narratives are about real events in our lives. If you have ever lost a dog as I did, you might want to write about that. If you haven’t lost a dog, think of another problem you can write about. Then you will tell your story to your partner and draw a beginning, middle, and end graphic organizer to go with it.

**NOTE:** Save your graphic organizer to use in the next lesson.

**2. Rehearse** *(5 MINUTES)*

Ask students to turn to their partners. **Say:** Tell your partner what you will be working on today during independent writing time. If you are prewriting, tell your partner about a problem you have had. Tell the beginning, middle, and end of your narrative. Then see if your partner can name the characters, setting, problem, and resolution. Move among the pairs of students to monitor and support their efforts.

**3. Independent Writing and Conferring** *(20 MINUTES)*

Distribute students’ writing folders and give a copy of BLM 1 to each student who will be prewriting a personal narrative. **Say:** Draw what happened at the beginning of your story in the first box. Draw what happened in the middle of your story in the middle box. Draw what happened at the end of your story in the last box.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. As students finish, ask them to check to make sure they have included all the parts of a personal narrative. **Say:** Point to the characters in your drawing. Point to the setting. Point to the problem. Point to the resolution.

**4. Share** *(5 MINUTES)*

Invite two or three students to share their completed graphic organizers. Point out and celebrate examples of characters, settings, problems, and resolutions.

**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**
- I will visualize my idea in my mind. Then I will write what I see.
- I will write about the most important details that I have visualized.

**Directive and Corrective Feedback**
- Look at the beginning of your graphic organizer. Now close your eyes and imagine yourself at that moment. Tell me what you see.
- If you’re stuck, go back to your graphic organizer.
- Tell about what you have drawn so far. What happens next in your personal narrative?

**Self-Monitoring and Reflection**
- Show me where you drew characters and the setting. Have you drawn all you want to share?
- How did your graphic organizer help you prewrite your narrative?
- How can you check that this is a complete thought?

**Validating and Confirming**
- Your drawings show what happened. That will help you when you’re ready to write.
- I like the way you drew the problem.
- I noticed that you visualized your experience before drawing it on your graphic organizer. That’s a good way to get started.

**Teacher Tip**
Depending on the needs of your students, you may wish to model writing your ideas on the graphic organizer as well as (or instead of) drawing them.