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 4)
• Chart paper and blue, red, and green markers
• Interactive whiteboard resources

1. Focus (15 MINUTES)

Display the Personal Narratives graphic organizer you created in the last lesson on chart paper or using the interactive whiteboard resources. Use it to retell 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 (or wrote) on my 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:

Kira came to visit. She did not shut the door.
My dog Rex ran away!

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 draft with you. Then you may wish to color-code your personal narrative by underlining the characters in blue, the setting in red, and the problem in green.

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

Distribute students’ writing folders. Say: Today you can continue writing your personal narratives. If you are planning a new narrative, tell your partner about the characters, setting, problem, and resolution. This will help you get ready to draw and write them on the graphic organizer. If you will be drafting, describe the part you plan to write today. You may want to read aloud what you already drafted, too. If you will be editing, tell your partner two specific things you will look for in your draft.

3. Independent Writing and Conferring (20 MINUTES)

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.