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 11, Day 4)
• Teacher’s draft of personal narrative (from Week 11, Day 5)
• Chart paper and yellow markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer you created on Day 5 of last week on chart paper or using the interactive whiteboard resources. **Say:** This is the graphic organizer that I created last week. It shows what I will write about in my personal narrative.

Show students the draft you started last week. Ask students to reread your draft with you. **Say:** I used my graphic organizer to help me write this draft. I’m not finished with my draft yet. I need to write about the resolution. Today I will finish my draft. I’ll use my ideas on the graphic organizer to remind me what I will write about.

Think aloud as you write your resolution, referring to your graphic organizer. Clearly model how to 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!

Kira and I asked Mom to help us look. We found Rex at the park. He was playing with his friend!

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:** Now you can continue to work on your personal narrative. As you work, keep in mind how I developed the characters, setting, and problem for my personal narrative.

**NOTE:** Save a copy of your draft to model revising for word choice in Week 13. Also, before tomorrow’s 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 in tomorrow’s lesson.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders and invite each student to work with a partner. Say: Tell your partner what you will be working on today. If you are drafting, use your graphic organizer to retell the resolution of the problem in your story. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Support students as needed as they work to plan, draft, or edit their personal narratives. 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 them to tell about any changes they made to their writing when they went back to reread it.

- Ask volunteers to share some of the questions they asked themselves as they wrote their personal narratives. Discuss how asking questions helps them to be better writers.

- As students read aloud their drafts, ask listeners to pay attention to describing words that the writers use. Involve students in a brainstorm of other describing words that would make sense in the sentences.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I will close my eyes and visualize what happened.
- I will write a “who” or “what” and what happened.

Directive and Corrective Feedback
- Look at your graphic organizer. Point to your resolution. Tell me what happened.
- Tell me how the problem was solved. Now write about it.
- You use this name several times (pointing). What pronoun could you use instead?

Self-Monitoring and Reflection
- Show me the part that tells about the problem. Show me the part that tells the resolution.
- Point to “who” or what your sentence is about. Point to the action or feeling verb.
- How did you decide what describing words to use?

Validating and Confirming
- I like how you made sure you had a beginning, a middle, and an end!
- You told a problem and how you resolved it! Those are important parts of a personal narrative.
- I noticed that you asked questions to help you decide which words to write. That’s what strong writers do.

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.