Draft a Personal Narrative

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer from yesterday’s lesson on chart paper or using the interactive whiteboard resources. Use it to retell your personal narrative. **Say:** I used this graphic organizer to plan my personal narrative about finding some money. Before I start writing my draft, I’ll retell what happened. I will use the ideas I drew for the beginning, middle, and end. Then I will begin writing a draft, or first copy, of my personal narrative.

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:

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Asa and I walked to school. We saw a ten-dollar bill!
Who did the money belong to?
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Sample Personal Narratives Draft

As you write your draft, 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 model how 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 in the next lesson.
2. **Rehearse** *(5 MINUTES)*

Distribute students’ writing folders and invite them to work in pairs. **Say:** *Retell what you have already written and what you plan to write today. This will help you get ready to write.* Move among the pairs of students to monitor and support their efforts.

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

**Say:** *Now you can start writing. Use your graphic organizer to help you write about the characters, setting, and problem in your story.* 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 personal narrative to end.
- The resolution is ______.

**Directive and Corrective Feedback**
- Look at your drawing and tell me who was there and what the problem was.
- Try ______. Would that sound right?
- Do you need an uppercase or lowercase letter here (pointing)?

**Self-Monitoring and Reflection**
- Read what you wrote. Do you tell “who” or what your sentence is about? Do you tell an action or a feeling?
- Point to the problem in your narrative.
- What is another way you can write that?
- What words in your narrative were difficult? What did you do to help yourself write them?

**Validating and Confirming**
- You wrote complete sentences. Nice work!
- I like how you described your problem. I can picture it in my mind.
- I noticed that you asked questions as you wrote. Strong writers do that to help them choose the best words to use.

**Teacher Tip**

Based on your ongoing observations of students during Independent Writing and Conferring, you may wish to group struggling writers with similar needs and provide additional modeling and guided practice while other students write independently.