Draft and Edit 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 and edit a personal narrative.

Materials
- Prepared graphic organizer (BLM 1 from Day 3)
- Teacher’s draft of personal narrative (from Day 4)
- Personal Narratives graphic organizer (BLM 1)
- Editing Checklist (from Week 9)
- Chart paper and yellow markers
- Interactive whiteboard resources

1. Focus (15 MINUTES)

Using chart paper or the interactive whiteboard resources, display the graphic organizer you created on Day 3 along with the draft you wrote yesterday. Ask students to reread your draft with you. Say: This is the draft I wrote using the writing plan I made on the graphic organizer. I wrote about the characters, the setting, and the problem. Today I will finish writing the draft of my personal narrative and write about the resolution.

Think aloud as you write the resolution to your draft, referring to your graphic organizer. Model how to include the story elements in a natural, conversational manner. Here is an example:

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

We took the money to the principal. She said Lori had lost her money. Lori was so happy to get her money back!

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 completed draft with you. Then finish color-coding your personal narrative by underlining the resolution in yellow.

Display the Editing Checklist for students to refer to. Say: As you continue to work on your personal narratives today, remember the strategies that I just used.

NOTE: Save your draft to model revising for word choice in Week 13.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. **Say:** Tell your partner what you will be working on today. If you will be writing, use your graphic organizer to retell the resolution to the problem in your story. If you are editing, tell your partner what you are going to look for when you edit your drafts. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Support students as needed while they draft and/or edit their narratives. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two pairs to share their edited drafts. Point out and celebrate examples of corrected uppercase letters, end punctuation, and complete sentences. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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

**Goal Oriented**
- I will make sure I write a resolution.
- I will write complete sentences.

**Directive and Corrective Feedback**
- What problem did you write about? What is the resolution?
- Tell me about the setting. What could you write about it?
- Make sure you tell “who” or what your sentence is about and what happened.
- How would you say that? What could you put at the end?

**Self-Monitoring and Reflection**
- Show where you write about the resolution. Do you explain it clearly?
- Check that your message has a beginning, a middle, and an end.
- What does a complete sentence need? Check your sentence to see if it’s complete.

**Validating and Confirming**
- You told a problem and how you resolved it! Strong writers know that these are important parts of a personal narrative.
- I noticed that you asked questions about your writing. Strong writers do that, too.
- You went back and fixed the spelling of _______. That’s good editing!

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**Teacher Tip**

Continue collecting personal narratives from a variety of sources, such as primary magazines and older students at your school, and display them on a bulletin board. Include a photograph or description of the writer with each personal narrative if possible.