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
• Visualize and use descriptive language.
• Ask questions to add appropriate adjectives.
• Understand that a personal narrative has a beginning, a middle, and an end.
• Analyze features of a personal narrative.

Writing
• Write and edit a personal narrative.

Materials
• Teacher’s draft of personal narrative (from Week 11, Day 2)
• Editing Checklist (from Week 9)

1. Focus (15 MINUTES)

Say: We have been learning how we can add describing words to our personal narrative drafts to make them better. Describing words help readers picture what is happening. Today I’m going to look at another personal narrative I wrote to see if I can add describing words. You can help me think of describing words I could add to make my writing even better.

Display your personal narrative draft (without describing words) from Week 11, Day 2. Ask students to reread your draft with you. Model how to ask yourself questions to help you add appropriate adjectives, such as “What was the toy shop like?” or “What was the police officer like?” and ask students to help you think of adjectives. Say: I ask myself, “What was the toy shop like?” I think it might be more interesting if I add a word to describe the toy shop. What are some words I could use to describe it? (Allow responses.) I think I like the describing word magnificent. The shop did have some really great toys. This will help my readers understand how my friend and I were so distracted by the toys in the shop that we lost sight of our dads. What was the police officer like? She helped us. What words could I use to describe the police officer? (Allow responses.) I think I will use the word kind.

Demonstrate how you insert a caret and add an adjective above it in one or two sentences in your draft to make them more specific.

Rico and I went to the mall. We ran over to a magnificent toy shop. Then we could not see our dads!

A kind police officer helped us find our dads. Our dads hugged us! We stayed with our dads after that.

Sample Personal Narratives Draft

After revising your draft, ask students to read your personal narrative with you. Say: That’s better! Now my readers can better understand why we wanted to go to the toy shop and how helpful the police officer was.

Put your personal narrative aside. Say: Remember that strong writers pay attention to the words they use. Look for opportunities to make your descriptions clearer as you are writing today.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite each student to work with a partner. 
Say: *Tell your partner about a character, setting, or event in your personal narrative. Use some adjectives to describe this feature to your partner.* Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Say: *Continue working on your personal narrative. If you are ready to edit, work with a partner.* Support students as needed while they write independently. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite students who have used adjectives effectively in their writing to share their edited drafts. Some students may have difficulty revising for adjectives. Work with a small group of students to list describing words for common nouns. Ask students to use the words in oral sentences.

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

#### Goal Oriented
- I’m going to reread and look for places where I can make my writing stronger by adding strong describing words.
- I will reread to make sure I have remembered to use end punctuation.

#### Directive and Corrective Feedback
- Do you need an uppercase or lowercase letter on this word?
- I’m having trouble picturing what this character is like. Could you add describing words to help me?
- Reread this sentence. What’s missing?

#### Self-Monitoring and Reflection
- Tell me what you look for when you go back and revise your message.
- How could you fix this sentence so it sounds more natural?

#### Validating and Confirming
- I like the way you added this describing word. Good choice!
- I noticed that you checked the spelling of difficult words by saying the words slowly and listening carefully to the sounds.

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### Teacher Tip

You may wish to meet with a group of students who need additional guided practice about adding description to their writing. Focus on one student’s text at a time and invite the group to help you generate a list of words that could be used to describe a character, setting, or event in the student’s narrative. Record the list on chart paper. Model how writers close their eyes to visualize and help them describe. You may also model how writers use a thesaurus to find words when they cannot think of any.