Assess Personal Narrative Writing

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Share a personal experience in a unique way.
• Use complete sentences.
• Use appropriate nouns, verbs, adjectives, and personal pronouns.
• Avoid overused words.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Ask questions.
• Share a beginning, a middle, and an end.
• Analyze characters, setting, problem, and resolution.
• Reread.

Writing
• Write a personal narrative.
• Demonstrate writer’s voice.

Materials
• Personal Narratives anchor chart (from Day 2)
• Personal Narratives graphic organizer (BLM 1)

1. Focus (10 minutes)

Refer to the Personal Narratives anchor chart posted in the classroom and review it with students.

Writing My Personal Narrative

- I write about a real event in my life.
- I write about characters, or people.
- I tell the setting, or where the event happens.
- I tell a problem that happens.
- I tell the resolution, or how someone solves the problem.
- I tell a beginning, a middle, and an end.
- I add describing words.
- I use my writer’s voice.
- I vary the words I use.

Personal Narratives Anchor Chart

Say: Today’s lesson is a little different. I will not teach a lesson, and we won’t have sharing time at the end. Instead you will have extra time to choose an event in your life, tell your partner about it, draw a beginning/middle/end graphic organizer, and write a personal narrative. We have learned many things about writing personal narratives. I want you to try to use the things we’ve learned and show me what you can do. I will be here to help you if you need me!

2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Think about an event in your life. Tell the beginning, middle, and end of your story. Remember to include the characters, setting, problem, and resolution.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• One time I ______.
• I felt ______.
• ______ helped me by ______.
3. Independent Writing and Conferring (30 MINUTES)

Distribute students’ writer’s folders, and give each student a copy of BLM 1. Encourage students to work as independently as possible, using the Personal Narratives anchor chart posted in your classroom as a reference. Say: Remember to edit and revise your work when you are done. Use the Sample Responsive Conferring Prompts as needed to facilitate and affirm students’ efforts. As students work, record anecdotal notes to assist you in evaluating their finished products.

Collect today’s prewriting and writing sample from each student. Assess for the following:

- a beginning, middle, and end
- effective idea development (characters, setting, problem, resolution)
- evidence of asking questions
- evidence of editing for correct uppercase letters, end punctuation, and complete sentences
- evidence of revising for describing words, writer’s voice, and overused words
- ability to hear and record sounds in words and write a growing number of one-syllable and high-frequency words

Record your observations and data on a copy of the Grade 1 Writing Assessment form available in the back of the Teacher Resource System. Based on your evaluation, plan one to five Focus lessons for the final week of the Personal Narratives unit.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I use words such as ______ to show how I feel.
- I might describe ______ with the word ______.
- I will check for uppercase letters and end punctuation.
- I will make sure each sentence is a complete thought.

Directive and Corrective Feedback
- What problem did you write about? What is the resolution?
- Would ______ help express your personality?
- How could you describe that?
- Would a period or exclamation point better show your feelings?

Self-Monitoring and Reflection
- How could you add your personal voice to this sentence?
- What word could you use in place of ______?
- How does this part show your own special style of writing?

Validating and Confirming
- You asked yourself questions about your sentence. That’s something strong writers do.
- You were careful not to overuse words. Strong writers know that using different words makes their writing better.
- You fixed the ______! Good thinking!

Teacher Tip
Finishing another writing unit is a big accomplishment for your first graders! Plan a simple celebration next week that includes an opportunity for each child to share his or her favorite personal narrative with the class and/or invited guests.