Mentor Text

Learn About Personal Narratives

1. Focus (15 minutes)

Reread pages 2–7 of Personal Narratives using the big book or interactive whiteboard resources. Discuss the features of a personal narrative and remind students what the word resolution means.

Turn to page 8. Say: Today we will read a personal narrative called “How I Learned to Ride a Bike.” Have you learned to ride a bike? What problem did you have when you were learning? (Allow responses.) What do you think might be a problem that the writer of this personal narrative has with learning to ride a bike? Allow responses.

Read aloud pages 8–11 in a fluent, expressive voice as you point to each word. Ask students to follow along as you read. Say: As you listen to me read this personal narrative, see if you can find a problem that the writer had.

When you’ve finished reading, discuss the following questions:

• Who are the characters in this personal narrative?
• What is the setting?
• What is the problem?
• What is the resolution?

Put the big book aside. Say: We’re still learning about personal narratives, and we’re not quite ready to write our own personal narratives. For now, we’ll keep writing in our journals.

Based on your evaluation of last week’s journal writing assessment, emphasize a skill or strategy students still need to practice. Say: Today I want you to pay special attention to ______. Provide a quick review using the Journals big book or a previously modeled journal page. Say: Remember to use our Journals anchor chart, too. I will be here to help you if you need me!

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.

Oral Language and Grammar
• Share a message orally.
• 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
• Analyze features of a personal narrative.
• Visualize and ask questions.

Writing
• Draw and write a journal entry.

Materials
• Mentor big book: Personal Narratives
• Journals anchor chart (from Week 7)
• Interactive whiteboard resources
2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an experience to draw and write about in a journal. Say: Tell your partner what you plan to draw and write about. Tell what happened, who was there, and how everyone felt. Then act out your idea to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- In my mind I see ______.
- One time ______.
- I could draw ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students' writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. Say: Before you write, tell your partner what you need to remember to do today. Support students as they strive to implement the selected skill or strategy. 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. Provide the Journals anchor chart for students to refer to as they write.

Ask students to stop five minutes before writing time is over. Say: Check your writing to make sure you included ______ (use today’s skill emphasis). Then assist students who need help checking, revising, or editing their writing.

4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Point out and celebrate examples of developing skills. 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 remember when ______.
- I will write how I felt when ______.
- I will remember to put spaces between my words.

Directive and Corrective Feedback
- Tell me how you felt when this happened. Now write that.
- Say the word slowly and listen for the sounds. What letters stand for those sounds?
- What do you need at the end of this sentence?

Self-Monitoring and Reflection
- Did you write complete sentences? Point to “who” or what each sentence is about and the action in the sentence.
- Read your sentences. Where could you add a pronoun?

Validating and Confirming
- You wrote how you felt. This makes your sentence interesting.
- You made your writing sound like talking! Good job!
- You asked yourself questions about your sentence. That’s something strong writers do.
- Strong writers go back and fix their writing. You did that, too!

Teacher Tip
Reinforce the concepts of character, setting, problem, and resolution by asking students to name these elements in fiction read-alouds. Point out that authors make up these elements in stories, while in a personal narrative these elements are based on real-life people and events.