Mentor Text

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)
• Chart paper and markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the cover of Personal Narratives using the big book or interactive whiteboard resources. Invite students to tell what they remember about the personal narratives in the book. Use the following questions as needed to generate conversation:

• What are the four parts of a personal narrative?
• What did the children write about in their personal narratives?

Reread pages 2–5 aloud, discussing each section in turn. Say: Let’s review what we read about personal narratives. Listen as I read these pages.

Turn to page 16. Say: This page summarizes what we need to do when we write our own personal narrative. Listen as I read this page.

Together with students, create a Personal Narratives anchor chart on chart paper to show what students have learned about personal narratives so far. Post the anchor chart for students to review as they begin writing their personal narratives. You will need to refer to this anchor chart in future lessons. Use the model below.

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.

Personal Narratives Anchor Chart

Put the big book aside. Say: Next week I will show you how I plan and write a personal narrative. Then you’ll be ready to write one! Today 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!
2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of 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:

- I remember when I ______.
- Once I ______.
- I will 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.

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Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will reread and make sure I’ve used end punctuation marks on all my sentences.
- I will describe my feelings. I know strong writers do that.
- Notice what I do when I get ready to start a new word.

**Directive and Corrective Feedback**
- Tell me how you felt when that happened. Now write about it.
- Say the word slowly. What sounds do you hear? What letters stand for those sounds?
- What do you need to put between words?

**Self-Monitoring and Reflection**
- Check that you used uppercase and lowercase letters correctly
- What word did you use to describe _____? How did you choose this word?
- Show me where you tried to vary your writing by using a pronoun.

**Validating and Confirming**
- I noticed that you listened carefully to the sounds in that word and then wrote the letters.
- I like the way your sentence sounds like you talking.
- You asked yourself questions to help you choose describing words. That’s something strong writers do.
- You went back and fixed your writing. Strong writers do that!

**Teacher Tip**
Display the Personal Narratives anchor chart on the wall beside the Journals anchor chart for easy reference.