Draft 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 about being sick.
• 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 a personal narrative.

Materials
• Prepared graphic organizer (BLM 1 from Day 1)
• Chart paper and blue, red, and green markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display the Personal Narratives graphic organizer you created on Day 1 on chart paper or using the interactive whiteboard resources. Use it to retell your personal narrative. Say: Today I will begin writing a draft, or first copy, of my personal narrative. I will use the ideas I drew on my chart.

Think aloud as you write, referring to your graphic organizer. Today include only the characters, setting, and problem. Say: I can look at my graphic organizer to see who my characters are, what the setting is, and what my problem is. I will use my drawings to help me write my personal narrative. Model how to begin a narrative and include the story elements in a natural, conversational manner. Here is an example:

Mom woke me up. I felt sick! I cried because my class was going on a field trip.

Sample Personal Narratives Draft

As you write, 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 draft with you. You may wish to draw more attention to the specific features you have included in your narrative by color-coding them. Underline the characters in blue, the setting in red, and the problem in green. Say: Today you will begin writing your personal narrative. You will write about the characters, setting, and problem.

NOTE: Save both the graphic organizer and your draft to use in the lesson tomorrow.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders and invite students to refer to their graphic organizers to retell their personal narratives to their partners. Say: *Use your graphic organizer to retell the characters, setting, and problem in your story.* Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

*Say:* Begin writing your personal narrative. Write about the characters and setting. Then tell the problem. Don’t forget to look at your graphic organizer to remind you of what you want to say. Support students as needed as they work to get their narratives on paper. 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. If time allows, invite students to color-code their drafts by underlining the characters in blue, the settings in red, and the problems in green.

4. Share (5 MINUTES)

Use the Share time in one of the following ways depending on your observations of students during Independent Writing and Conferring:

- Invite volunteers to read aloud the first few sentences of their personal narratives. Point out examples of interesting opening sentences.
- Ask several students to identify a word they used that they didn’t know how to spell. Invite them to explain which strategies they used to record the sounds they heard.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- Today I’m going to use my graphic organizer to help me get started.
- I will try to state my problem in an interesting way.

**Directive and Corrective Feedback**
- Look at the “Beginning” section of your graphic organizer. Now close your eyes and imagine yourself at that moment. Describe where you are, who is with you, and what is happening to you.

**Self-Monitoring and Reflection**
- Tell me how you plan to start your personal narrative.
- Reread what you wrote. Did you describe the setting? Did you introduce the characters? Did you tell the problem? Show me where you did that.

**Validating andConfirming**
- You have a beginning and a middle!
- You told your characters and setting!
- You told the problem you had when you were sick!
- You wrote the word ______! I like the way you worked that out!

**Teacher Tip**

Students will work on their personal narratives at different paces during Independent Writing and Conferring. Use a copy of the Class Status Sheet from *Making Sense of the Writer’s Workshop* to help you track students’ progress and identify students who may need additional support to move to the next step in the writing process.