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 a personal narrative for characters, setting, problem, and resolution.
• Reread from the beginning of a sentence or text.

Writing
• Draft a personal narrative.

Materials
• Prepared graphic organizer (BLM 1 from Day 1)
• Teacher’s draft of personal narrative (from Day 3)
• Chart paper and yellow markers
• Interactive whiteboard resources

1. Focus (15 MINUTES)

On chart paper or using the interactive whiteboard resources, display a copy of the graphic organizer you created on Day 1 and the draft that you began writing on Day 3. Ask students to reread your draft with you. Say: Today I will finish writing the draft, or first copy, of my personal narrative. I will use the ideas I drew on my beginning/middle/end graphic organizer to help me as I draft.

Think aloud as you write, referring to your graphic organizer (BLM 1). Today write the resolution. Clearly model how to 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.

Mr. Rex gave me a video of the field trip. Mom and I watched it together. We liked it!

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 completed draft with you. You may wish to finish color-coding your personal narrative by underlining the resolution in yellow. Say: Today you will continue writing your personal narrative. You can write the resolution to your problem.

NOTE: Save your draft to use in the next lesson.
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite students to use their graphic organizers to retell their stories to their partners. Say: Use your graphic organizer to retell the resolution in your story. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Say: Continue writing your personal narrative about getting sick. Tell the resolution to your problem. Support students as needed as they work to get their narratives on paper. Keep in mind that while some students may be able to complete their narratives today, others may need additional time. 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 finish color-coding their drafts by underlining the resolution to a story in yellow.

4. Share (5 MINUTES)

You may wish to provide additional modeling based on your observations during Independent Writing and Conferring. Some students may have difficulty developing their story features in a natural way. Use examples of writing where students have done this in a natural, conversational manner. Point out that the writers don’t list the features and they don’t directly tell who/what they are. For example, they don’t write “The characters are ______” or “The problem is ______” etc.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will visualize what happened when ______. Then I will draw it on my graphic organizer.
• Notice what I do when I get ready to start a new word.

Directive and Corrective Feedback
• Look at your graphic organizer. Point to your resolution.
• What problem did you write about? What is the resolution?
• Do you need an uppercase or lowercase letter here (pointing)?

Self-Monitoring and Reflection
• Show me where you write the resolution.
• Can you think of a describing word you could add here (pointing)?
• What things does a sentence need to make it a complete thought? Read your sentence to see if you have included these things.

Validating and Confirming
• You have a beginning, a middle, and an end to your narrative! Strong writers include all three parts when they write.
• You told a problem and how you resolved it! Those are important parts of a personal narrative.
• You wrote the word ______! I like the way you worked that out!

Teacher Tip
You may wish to meet with English learners while other students write independently. Invite them to tell their narratives orally in whatever words they can using their drawings for support. Work with them to record a simple sentence under the picture of each experience they draw. Reread the sentences together.