1. Focus

Introduce the Mentor Personal Narrative

Say: One way to build up your personal narrative writing skills is to read or listen to other authors’ personal narratives and note their features and strengths. Today I’m going to read aloud a personal narrative written by a boy named Tyler Carr who took a trip to New York City with his family. As we read Tyler’s story, we’ll pay attention to some key features of his personal narrative. These features will be important to your narratives when you write them.

Say: The title of Tyler Carr’s personal narrative is “NYC, Here I Come.” When do you usually say, “Here I come”? How do you think Tyler feels about his trip? Allow students to share their thoughts about the phrase here I come and to make predictions about Tyler’s feelings.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the narrative, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Personal Narrative

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a personal narrative:

1. Personal narratives focus on one particular incident in the author’s life.
2. The author includes specific details about the time, place, and people in the narrative.

Particular Incident in the Author’s Life
Page 6, after second sentence. Say: Right away, I know that the particular incident the author has decided to write about is his first trip to New York City with his family. Because the author has jumped right in with this information, I’m ready to read on and learn more about his trip.

Details about Time and People
Page 6, after first paragraph. Say: I know from the first sentence that this trip took place on a late summer morning. The word sunshiny helps me feel the warmth of the summer sun and imagine that the day is bright. The fact that the author was accompanied by a brother and sister who, at least occasionally, bug him is a detail that helps me understand the author a little better.

Details about Place
After reading page 7. Say: The details that the author includes when he describes the size of the boat, the Statue of Liberty, the length of the elevator ride, and the view of the cars far down on the street give me a clear idea of...
how he felt about what he saw. For example, he says “the view took my breath away.” Those details help make this his personal narrative, and not just a description of New York City.

**Details about Time, Place, and People**

**After reading page 9. Say:** The author creates strong images as he describes the “busy streets” and “hustle and bustle” of the city. This helps me put myself in his place. I find myself relating to him when he describes how his head swiveled back and forth. This description shows me his excitement, rather than just telling me about it. I like how the author includes more details about the time just at the end of his day. I also like how he ties the whole narrative together by letting me know that he likes the energy in New York City very much.

### 2. Rehearse

**Respond Orally to the Mentor Personal Narrative**

After reading, invite students to share their personal reactions to the text by asking questions such as:

- **Does this personal narrative remind you of a trip you’ve taken? In what ways?**
- **What do you find particularly interesting in this personal narrative? Why?**
- **Do you like this personal narrative? Why or why not?**

If necessary, model the following sentence frames to support ELs and struggling students:

- **This narrative reminds me of ______.**
- **I find ______ particularly interesting because ______.**
- **I like this narrative because ______.**

### 3. Independent Writing and Conferring

**Say:** We just saw how a personal narrative focuses on a particular, important incident in the author’s life and includes details about the time, place, and people involved. The details you include in your own personal narrative will bring your particular incident to life and help readers relate to the experience you had.

Ask student to write a paragraph describing what they visualized as they listened to the read aloud. Encourage them to use descriptive language to help their readers see what they see in their minds.

### 4. Share

Bring students together. Invite two or three students to read aloud the images they visualized.

**Ask:** What do you know about the Statue of Liberty (the Empire State Building/Times Square/New York City)? What can you see in New York City at night? Encourage a background-building discussion about New York City.

**All Levels**

If you have students whose first language is Spanish, share these English/Spanish cognates: **excited/excitado(a); patriotic/patriótico(a); restaurant/el restaurante; statue/la estatua.**

Use the interactive whiteboard resources to find images to front-load key vocabulary and concepts for the read-aloud.