## Personal Narratives Mini-Lessons at a Glance

### Mentor Personal Narratives Collection: *My Best Moments*

**MINI-LESSON MENU**

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* Advanced preparation for this mini-lesson may include gathering visual props or writing model and/or practice text on chart paper (if you are not using the interactive whiteboard resources).
Recommended Trade Books—Personal Narratives

**Recommended Trade Book Read-Alouds**

Titles TK
Titles TK
Titles TK
Titles TK
Titles TK
Titles TK
Titles TK

**Additional Resources**

[[Show Launching Your Writer’s Workshop Blue PD Book]]

[[Show Informal Assessments for Writing Development]]
# Introduce the Personal Narratives Genre

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<td><strong>Listening and Speaking</strong>&lt;br&gt;<strong>Comprehension and Collaboration</strong>&lt;br&gt;1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.&lt;br&gt;• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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<td><strong>Reading Standards for Literature</strong>&lt;br&gt;<strong>Craft and Structure</strong>&lt;br&gt;5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.&lt;br&gt;<strong>Writing Standards</strong>&lt;br&gt;<strong>Text Types and Purposes</strong>&lt;br&gt;3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.&lt;br&gt;• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.&lt;br&gt;• Use temporal words and phrases to signal event order.</td>
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LOOKING AT OUR PASTS THROUGH A WRITER’S EYES

Introduce Personal Narrative Writing

Display a photograph (or an object) that represents an event in your past that you are willing to share with your students. Use the sample think aloud below as a model of how to talk to students about the memory associated with your photograph or object. You may wish to share more than one example with students.

Sample think-aloud. Say: I want to share a memory with you from my past. This memory goes way back to my childhood. I was looking at old photographs, and I came across this one of me with my grandma, and I remembered the day it was taken. Now, what you should know is that my grandma was a very special person in my life. I spent a lot of time with her while my mother was working. She would always let me hop on her lap, and she would read me books. But in this photograph, I was reading her a book. She’d read it to me many times, and I had learned how to read it on my own, and I still remember how proud I was reading her this story. When my mom came home that day, my grandma said, “Well, we have a big announcement to make. There’s a new reader in this house, and her name is ______.”

Say: The memory I just shared is one of my personal stories. I have many personal stories. And you all have stories like that, too. Everyone has stories about themselves. Sometimes we tell people our stories—the way I just told you mine—and sometimes we write them down. The stories we write about our own lives are called personal narratives. For the next several weeks, we are going to read, write, and share personal narratives with each other. We will tell about our own lives in our own voices, and we will express many different ideas and feelings in our writing.

Introduce the Purpose and Audience for Personal Narratives

Say: You may ask yourself, “Why do people write personal narratives? Who would ever want to read about me?” Well, I write personal narratives because I get to know myself better through the process. I remember interesting details about my past that I had forgotten. I imagine that my audience are people I want to know me better. Did you know that when you apply to a college, the people at the college will want you to write a narrative so that they can get to know you better? We write personal narratives to share who we are and what experiences are meaningful to us.
Practice Telling Personal Stories Orally

Invite students to work with a partner. Each student should tell their partner a personal story based on a photograph or object they share. The partner listening to the personal story should be prepared to retell it to the class. Students should explain how the object or photograph helped them remember details to tell their partner.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Personal Stories with the Class

Invite volunteers to retell the stories their partners shared with them. Ask them to tell how their partners used their photograph or object as a memory aid. Use one or more of the following questions to engage students in a discussion about the exercise.

**Storyteller**
- How did you feel as you were telling your partner your story?
- Why did you choose the story you chose? What made you want to tell that story?

**Listener**
- How did you feel as you listened to your partner tell the story?

Connect and Transfer to Independent Writing

**Say:** Our lives are a series of events, some small and some large. Many events have happened to you already in your lives, and you can write about them. Photographs and objects can help you remember some of these events. In the next several weeks, we will look at more photographs to help us remember events to write about.

Make Cultural Connections

As you introduce this unit, you may wish to acknowledge the family and cultural diversity in your classroom and share the message that it is a privilege to learn more about each other’s backgrounds and cultures. **Say:** We come from many backgrounds and places, and as we tell and write our stories, we will learn new things about each other. Let’s remember to be respectful of the different experiences we all bring to our narratives.

Strategies to Support ELs

**Beginning**
Meet with beginning ELs one on one while other students work with partners. Encourage them to describe their photograph in any way they can—with words or gestures. Expand on their ideas with simple sentences. Use self-stick notes to label the images in their photographs.

**Intermediate**
Pair ELs with more fluent English speakers during the partner practice. Write simple sentence frames on chart paper and model how students can use them to talk about their photograph or object. For example:

*This ______ shows ______.*
*I remember ______.*

**Advanced**
Pair ELs with fluent English speakers during partner practice.

**All Levels**
If you have students whose first language is Spanish, share these English/Spanish cognates to help them understand the lesson focus: **memories/las memorias, narrative/la narrativa, photographs/las fotografías.**

Use the images provided on the interactive whiteboard resources as additional visual prompts for telling personal stories.
READ ALOUD A MENTOR PERSONAL NARRATIVE

Introduce the Mentor Personal Narrative

Say: As we become personal narrative writers, we can learn a lot about the genre by reading or listening to personal narratives other authors have written. Today I’m going to read you a short personal narrative that was written by a boy named Kunal Rai, who lives in Texas. As we read his narrative, we’re going to pay attention to some key features of his personal narrative. You will be using these features in your narratives, too.

Display the photo of the writer on page 5 of My Best Moments and find Texas on the map. You can also display the personal narrative on the interactive whiteboard resources.

Say: The title of Kunal Rai’s personal narrative is “The Catch.” I wonder why his narrative is called that. What does that title make you think of? Allow students to share their predictions or “I wonder” questions.

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 describe a specific event in the author’s life.
2. The author provides specific details about the time, place, and people important in the narrative.

Details About Time and Place
Bottom of page 16. Say: I’ve only read one paragraph, but already I know a lot of details about this narrative. I know it takes place on a chilly night in a baseball stadium in October 2007. The author has already put me into the setting. Now I’ll read on to find out what is going to happen.

Details About People
Bottom of page 17. Say: The author has introduced two characters important in his narrative. Jack is the Mountain Cats’ fiercest hitter, and Tyler is the Raptors’ pitcher. I wonder whether Jack will get a hit. I wonder what this has to do with the narrator. This standoff between the two characters must affect him in some way, but how?
Specific Event in the Author’s Life
Page 19, after the second paragraph. Say: Wow! I can feel the team’s excitement. Now I completely understand why Kunal Rai wrote about this event. He was the hero of the moment! If he hadn’t made that catch, they would have lost the semifinal. The author had to set the scene and describe the matchup between Jack and Tyler in order for me to see how important that catch really was. Now let’s read to the end.

Specific Event in the Author’s Life
Page 20, at the end. Say: I like how the author shared his own thoughts and feelings about this important event in his life. He could have ended his narrative after the big event, but he went on and told us what this event meant to him personally. I think that was a good decision. It makes me appreciate the drama of the event even more. And I feel as if I got to know the author better.

Respond Orally to the Mentor Personal Narrative
After reading, invite students to share their personal reactions to the text by asking questions such as:

- Did you like this personal narrative? Why or why not?
- Do you feel that you know the writer a little better now? In what ways?
- What did you see in your mind, or visualize, as you listened to “The Catch”?
- Think of how the author felt about making the catch. Have you ever felt that way about something you did?

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

- I liked this narrative because ______.
- I visualized ______.
- This narrative reminded me of ______.

Connect and Transfer to Independent Writing

Say: Remember that when you write a personal narrative, you are introducing yourself to your readers, your audience, through an important event in your life. You’ll want to include the details—time, place, and people—important in your the event. You also want to let your audience know why the event is important to you.
**READ ALOUD A MENTOR PERSONAL NARRATIVE**

**Introduce the Mentor Personal Narrative**

*Say:* Today I’m going to read you a personal narrative by Olivia Vega who lives in Kansas.

Display the photo of the writer on page 4 of *My Best Moments* and point out Kansas on a map of the U.S. You can also display the personal narrative on the interactive whiteboard resources.

*Say:* The title of Olivia Vega’s personal narrative is “My Brown-Eyed Babe.” What does that title make you think of? What do you predict this narrative might be about? Allow students to share their predictions.

If your class includes English learners or other students who would benefit from vocabulary and oral language development to access 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 often include dialogue that brings the event to life.
2. The author of a personal narrative shares his or her thoughts and feelings.

**Author’s Thoughts and Feelings**

*Page 7, after the first paragraph.* *Say:* I really understand how the author feels about the puppy. She shares her feelings and thoughts about this little animal when she says, “I knew she was going to be my dog” and calls her “my brown-eyed babe.” I can tell she’s already fallen in love with this puppy. I wonder what will happen next?

**Use of Dialogue**

*Page 8, after the first paragraph.* *Say:* I notice how the author has used dialogue to dramatize the problem in this personal narrative. Her mother does not want her to have the puppy, but she has her heart set on it. She lets the characters speak for themselves, and that really helps me experience what she went through. I’m going to keep reading to find out what happens.
Use of Dialogue
Page 8, after the fifth paragraph. Say: I feel relieved. I was feeling so bad for the author. What I really like here is how she used dialogue to show--rather than tell--me how she convinced her mom to let her keep the puppy.

Author’s Thoughts and Feelings
Page 9, end of narrative. Say: I really feel as if I know Olivia Vega now that I have read her narrative. There were moments in her narrative when she felt very sad—for example, when she thought she couldn’t keep the puppy. And there were times when she felt loving and happy. I can tell from the thoughts and feelings that she shared, that she is a very caring girl who has a special place in her heart for animals.

Respond Orally to the Mentor Personal Narrative
After reading, invite students to share their personal reactions to the text by asking questions such as:

- Did you like this personal narrative? Why or why not?
- Do you feel that you know the writer a little better now? In what ways?
- What did you see in your mind, or visualize, as you listened to the narrative?
- Think of how the author felt when her mother almost made her give away Maya. Have you ever felt that way about losing something or someone?

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

- I liked this narrative because ______.
- I visualized ______.
- This narrative reminded me of ______.

Bring students together and invite partners to share their examples and ideas about the author’s purpose. Record students’ ideas about the author’s purpose on chart paper. Discuss the different ideas that come out of the share, and point out that many of these purposes may be valid. Authors can sometimes have more than one purpose for writing a personal narrative. Say: You thought about Olivia Vega’s purpose for writing. What other reasons might a writer have for writing a personal narrative?

Connect and Transfer to Independent Writing
Say: As you work on your own personal narratives, keep in mind what your purpose is for writing. This will help you stay focused in your work. Also use our anchor chart to help you use the features of the genre effectively.

Make the Mentor Text Comprehensible for ELs
Beginning
Point to and read the title of the narrative “My Brown-Eyed Babe.” Point to a student in the class who has brown eyes. Say: [Student’s Name] has brown eyes. [Student’s Name] is brown-eyed.”

Point to the word babe. Say: This word means “baby.” A babe is a baby.

Beginning and Intermediate
Say: This personal narrative is about a girl and her new puppy. The puppy is the brown-eyed babe.

Intermediate and Advanced
Ask: Who has a puppy or a dog? What do you know about puppies? What are they like? Encourage a conversation to build vocabulary and background information.

All Levels
Use the images provided on the interactive whiteboard resources to front-load key vocabulary and concepts for the read aloud.
ANALYZE THE FEATURES OF A PERSONAL NARRATIVE

Explain Genre Features

**Say:** Every genre has some predictable features, or characteristics. For example, when you read a biography, you expect that the writer will tell you when and where the subject was born. Those are features of a biography. When you read a story, you expect that the writer will introduce you to characters, because characters are a feature of stories. There are also features to a personal narrative, and today we’re going to identify and analyze those features.

Build a Class Genre Features Anchor Chart

**Say:** I want you to think about what you already know about personal narratives. Think of the personal narratives we have read together and that you have read by yourself. Let’s build an anchor chart to summarize the features, or characteristics, we would expect to find in any personal narrative.

Display a blank chart like one shown here on chart paper or using the interactive whiteboard resources. Also distribute copies of the chart to students on BLM 1. Work with students to record features of personal narratives in the left column. If necessary, use the following prompts to guide students:

- **What do you think a personal narrative would be about?**
- **What kind of information would you find in a personal narrative?**
- **What would you find out about the writer?**
- **Who narrates the events in a personal narrative?**

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<th>Personal Narrative Features</th>
<th>Examples from the Text</th>
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<tr>
<td>First person point of view</td>
<td>Narrator is the writer. He uses I throughout.</td>
</tr>
<tr>
<td>Focus is on one particular incident in the author’s life</td>
<td>This narrative focuses on the league semifinal game.</td>
</tr>
<tr>
<td>Includes author’s thoughts and feelings</td>
<td>page 17: “We took the field determined” page 18: “I was the most nervous person on the field” page 19: “We bubbled over with excitement”</td>
</tr>
<tr>
<td>Includes dialogue</td>
<td>Writer uses dialogue when the umpire makes his calls.</td>
</tr>
<tr>
<td>Includes specific details about the time, place, and people involved</td>
<td>Writer describes the stadium, the weather, and the players.</td>
</tr>
<tr>
<td>Can be short or long</td>
<td>This narrative is a few pages long.</td>
</tr>
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Sample Personal Narrative Features Anchor Chart (BLM 1)
Read Aloud a Personal Narrative

Before you read, point out the right-hand column on your chart and on students’ BLMs. Explain that you are going to read aloud (or reread) a personal narrative and that students should listen carefully to the text to identify examples of the genre features in the narrative. Explain that after the reading, students will work in small groups to complete the chart by recording examples of each genre feature in the text. Read aloud (or reread) “The Catch” from My Best Moments. Note: You may wish to project the text using the interactive whiteboard resources so that students can follow along.

Analyze the Mentor Text

Form small groups of students to complete column 2 of the graphic organizer on BLM 1. If you are using the interactive whiteboard resources, invite students to revisit parts of the text at the whiteboard as they look for the examples they need.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share the examples they found in the text you read aloud. Record their findings on your anchor chart. Post this anchor chart for students to refer to throughout the unit as they think about the personal narrative features they need to include in their narratives.

Connect and Transfer to Independent Writing

Say: As you work on your own personal narratives, keep in mind that most narratives have certain features that readers of this genre expect to see. Refer to our anchor chart to help you remember these features.

Teacher Tip

Many of the writing mini-lessons include partner and small-group activities. Throughout the unit, ensure that all students work with a variety of partners and groups. This will expose students to many points of view and give them opportunities to make connections among their classmates.

Strategies to Support ELs

Beginning

Pair beginning ELs with fluent English speakers during the small-group activity. Keep in mind that they will not be able to contribute many ideas orally. You will want to work with them individually to reinforce concepts while other students write independently.

Intermediate

Pair ELs with fluent English speakers during the small-group activity. Write the following simple sentence frames on chart paper and model how students can use them to contribute ideas in the group. For example:

In “The Catch” I see ______.
“The Catch” has ______.

Advanced

Pair ELs with fluent English speakers during the small-group activity.
RECOGNIZE AND USE THE SEQUENCE-OF-EVENTS TEXT STRUCTURE

Explain Sequence-of-Events Text Structure

Say: Most personal narratives tell about an incident that happened in the past. The incident usually involves a series of events that have an order, or sequence. When you write a personal narrative, you organize your narrative based on this sequence of events. Writers use certain words, such as first, next, then, and after, to help readers recognize and follow the order of events.

Model Identifying the Sequence of Events Text Structure

Ask students to listen as you reread a paragraph from “The Catch.” Reread the first paragraph on page 17. Note: you may want to display this page from the book using the interactive whiteboard resources so that students may read along.

Say: In the first sentence the author writes, “Both teams came out swinging.” The second sentence is, “By the sixth inning the score was 13–12.” The words “by the sixth inning” let me know that the author has skipped ahead. Time has passed. If the writer had not included these words, I would not be able to follow the sequence of events. As I read a personal narrative, I look for sequence words to help me follow the events as they unfold.

Practice Identifying Sequence-of-Events Text Structure

Say: Now I’ll read the rest of the paragraph, and you listen for other words that help you follow the sequence. Students should notice the word “now” that signals the Cats’ turn at bat, and the word “then” that signals that the Cats have loaded the bases.

Create a Class Sequence-of-Events Signal Words Anchor Chart

Say: Writers use certain words to help their readers follow the sequence of events in their writing.
On chart paper, work with students to brainstorm a list of sequence words they might use in a personal narrative. Begin with the words you found in the excerpt from “The Catch.” Post this in your classroom as a Sequence-of-Events Signal Words anchor chart that students can refer to throughout the unit. Reread and clarify the meaning of unfamiliar sequencing signal words.

### Strategies to Support ELs

#### Beginning
 Invite beginning ELs to draw their sequence of events. (As an alternative, provide a series of photographs for students to sequence.) Meet with students one on one during the independent writing and conferencing time and ask them to tell you about their illustrations or photographs. Write captions for each image using simple sentences such as:

- First I ______.
- Then I ______.
- Finally I ______.

#### Intermediate and Advanced
 Provide the idea bank and sentence frames below on chart paper to support ELs and struggling writers as they talk about what they did last night. You may also wish to post photographs illustrating things people do at home.

**Idea Bank**
- read a book
- ate dinner
- brushed my teeth
- went to soccer practice
- went to bed

**Sentence Frames**
- First I ______.
- Next I ______.
- Then I ______.

#### All Levels
 Display photos of things people do at home (provided on the interactive whiteboard resources) to visually support students’ discussion about what they did last night.

## Mini-Lesson Five

On chart paper, work with students to brainstorm a list of sequence words they might use in a personal narrative. Begin with the words you found in the excerpt from “The Catch.” Post this in your classroom as a Sequence-of-Events Signal Words anchor chart that students can refer to throughout the unit. Reread and clarify the meaning of unfamiliar sequencing signal words.

### Sequence-of-Events Signal Language

- by
- now
- then
- first
- next
- after
- finally
- before

**Sample Sequence-of-Events Signal Words Anchor Chart**

### Practice Using the Sequence-of-Events Text Structure in Oral Conversation

**Turn and talk.** Ask students to use sequence-of-events words as they tell a partner what they did last night after school. Remind them to consult the anchor chart for ideas.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

### Connect and Transfer to Independent Writing

**Say:** One of the text structures writers use when they write personal narratives is the sequence-of-events text structure. Writers help their audience follow the events in their personal narratives by using signal words, the way you did in your conversations. Remember to use signal language for sequence to help your readers follow the sequence in your personal narratives.
## Personal Narratives

**Model the Writing Process**

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Common Core Standards</th>
</tr>
</thead>
</table>
| **1. Brainstorm Ideas Using Photographs as Inspiration** | Writing Standards  
Text Types and Purposes  
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
Production and Distribution of Writing  
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
Research to Build and Present Knowledge  
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| **2. Evaluate Your Ideas to Narrow the Focus** | Writing Standards  
Text Types and Purposes  
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| **3. Organize Your Ideas with a Sequence-of-Events Chart** | Writing Standards  
Text Types and Purposes  
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
• Use temporal words and phrases to signal event order. |
| **4. Create a Strong Lead for Your Personal Narrative** | Writing Standards  
Text Types and Purposes  
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  
• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  
Production and Distribution of Writing  
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
Research to Build and Present Knowledge  
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **5. Revise Your Personal Narrative for Voice** | Writing Standards  
Production and Distribution of Writing  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
Research to Build and Present Knowledge  
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **6. Edit Your Personal Narrative for Grammar** | Production and Distribution of Writing  
Writing Standards  
Production and Distribution of Writing  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
Research to Build and Present Knowledge  
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
Language Standards  
Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
• Form and use regular and irregular verbs  
• Ensure subject-verb and pronoun-antecedent agreement. |
| **7. Create a Title for Your Published Narrative** | Writing Standards  
Production and Distribution of Writing  
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
**BRAINSTORM IDEAS USING PHOTOGRAPHS AS INSPIRATION**

**Explain the Brainstorming Process**

**Say:** Brainstorming is a way of thinking. When we brainstorm, we open our minds to all the possibilities. We let ideas come into our heads and we jot them down. When we brainstorm a personal narrative, we need to think back on events in our life, and one way to do that is to use photographs. Looking at photographs can bring back whole scenes in our minds. We can watch events from our past in our minds as if we’re watching a video. Let me show you how I do this.

**Model Brainstorming with Photographs**

Display a photograph from a time in your life. Think aloud to show how your photograph helps you remember the details of an event in your life. Use the sample think-aloud to help you construct your own ideas to share with students. Demonstrate how you write your idea on a brainstorming list on chart paper.

**Sample think-aloud.** This photograph shows me on my first day of kindergarten. You can see that I was all dressed up and smiling. When I look at this photo, I suddenly remember that whole first day of school. When I got there, I realized I was going to have to leave my parents, and I got very frightened and started to cry. Then my new teacher came over and introduced herself to me. She was really nice to me and I realized I was going to have fun in her class. None of these memories were in the photograph, but seeing the photograph brought them all back to me. I could write a personal narrative about that first day of school. I will write this idea on my brainstorming list.

**Ideas from Our Photographs**

- My first day of school
- My best birthday party
- The first time I rode on an airplane
- When my family moved to this country

**Sample Brainstorming List**
Practice Brainstorming with Photographs

Invite students to work with a partner to look at photographs from their past to brainstorm personal narrative ideas. Explain that students should record any ideas they have in their writer’s notebooks. Students should share the following information about their photograph(s):

- When and where was your photo taken?
- What is happening in your photo?
- Who else appears in the photograph?
- What ideas or images come into your mind as you look at this photograph?
- What feelings does this photograph make you remember?

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite individuals to share an idea they brainstormed based on their photograph(s). As students contribute personal narrative ideas, record them on your class brainstorming list. Reread them together, and point out the rich diversity of ideas students contributed. You may also want to point out that sometimes a classmate’s idea may spark a new idea for them as well.

Connect and Transfer to Independent Writing

Say: We just learned one strategy for how to brainstorm a personal narrative. As you brainstorm your own narrative, you can look at many photographs to help you come up with ideas. You may even think of ideas by looking at other classmates’ photographs.

Strategies to Support ELs

Beginning

Invite beginning ELs to tell you about their photograph using any words they can. Use self-stick notes to label people and objects in their photographs. Expand on their ideas to form simple sentences about their photographs.

Intermediate and Advanced

Provide sentence frames to help ELs talk to their partners about their photographs. For example:

In this photo I am ______.
This photo shows ______.
This photo makes me think about ______.
This photo makes me feel ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: photograph/la fotografía, scene/la escena, past/el pasado, narrative/el narrativo.
EVALUATE YOUR IDEAS TO NARROW THE FOCUS

Explain the Process

Say: When we brainstorm, we list many ideas that we could write about. Before we actually write, however, we need to narrow our focus. We need to select one idea. And that can be harder than it sounds. Sometimes we like many of our ideas! So what can we do? One way to narrow our focus is to ask ourselves some questions about our ideas. Based on our answers to the questions, we can decide whether or not we still want to consider the idea. I’m going to show you how I evaluate my personal narrative ideas using three questions.

Model evaluating ideas to Narrow Your Focus

Display a personal narrative ideas evaluation chart like the one shown here on chart paper or using the interactive whiteboard version. Read aloud the three evaluation questions. Use the sample personal narrative ideas on the chart or list ideas of your own with which to model.

Sample think-aloud. Read aloud the first evaluation question. Say: If I can’t answer “yes” to this question, then should I choose this idea? (Allow responses.) Probably not! If I don’t like the idea, chances are that I won’t have enough interest to do the hard work of making a good narrative. The first idea on my chart is my first day of kindergarten. When I brainstormed this idea, I really liked it, and I still like it. I could definitely see myself enjoying writing about that day, so I will write “yes” in that column.

Read aloud the second evaluation question. Say: When I write my narrative, I will include many, many details. I’ll describe the time and place, the events that happened, and my thoughts and feelings about what happened. So it’s important that I can visualize these details in my mind. When I think about my first day of kindergarten, I can see myself there very clearly. I may not remember every detail, but I remember enough to make my personal narrative dramatic and interesting, so I will write “yes” in this column, too.

Read aloud the third evaluation question. Say: Sometimes writers have very good ideas, but they don’t want to share them with others. Maybe an idea feels too personal or painful to share. And that’s okay. As writers, we get to decide what we’re willing to share with our audience and what we want to keep private. As I think about my first day of kindergarten, I’m not sure I really want to share this with others. I like the idea, and I know that I have plenty of details to write about, but I’m not sure I would enjoy having others read about how I cried on my first day of school. So even though I like the idea and I have a lot of details, I’m going to write “no” under this question.

Mini-Lesson Objectives

In this mini-lesson, students will:
• Learn how to use idea evaluation questions to narrow their writing focus for a personal narrative
• Evaluate one of their own personal narrative ideas using the questions.
• Discuss the strategy and how they can apply it to their own independent writing.

Mini-Lesson Preparation

Materials Needed
• Chart paper and markers
• Personal Narrative Ideas Evaluation Chart (BLM 2)
• Interactive whiteboard resources

Advance Preparation
If you will not be using the interactive whiteboard resources, copy the Narrative Ideas Evaluation Chart onto chart paper prior to the mini-lesson.
Practice Narrowing the Focus

Invite students to work with a partner to apply the evaluation questions on the chart to one idea they have for a personal narrative. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share an idea they evaluated and how they answered the questions. Ask students to discuss how the process worked for them.

Connect and Transfer to Independent Writing

Say: We just learned one strategy for how to narrow our focus and select a personal narrative idea. You can use this same evaluation chart when you are deciding what personal narrative idea to write about.

You may wish to make BLM 2 available to students who are ready to select their personal narrative topic during independent writing time.

Strategies to Support ELs

Beginning

Work individually with beginning ELs to answer the three questions on the chart.

Intermediate

Write and model the following sentence structures students will need as they evaluate their idea with a partner:

I like/I do not like (this event).

I have/I do not have (enough details to write about this event).

I want/I do not want (to share this event).

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: details/los detalles.

Mini-Lesson Two

<table>
<thead>
<tr>
<th>Personal Narrative Ideas</th>
<th>Do I like this event to write about?</th>
<th>Do I remember many details about this event?</th>
<th>Do I want to share this event with others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>my first day of kindergarten</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>the day my baby sister came home from the hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the time I split my chin open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when I got a puppy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Personal Narrative Ideas Evaluation Chart (BLM 2)
ORGANIZE YOUR IDEAS WITH A SEQUENCE-OF-EVENTS CHART

Model Organizing Ideas

Display a sequence-of-events chart on chart paper or using the interactive whiteboard resources. Use some or all of the sample think-alouds below based on “The Catch.”

Sample think-alouds. Display the mentor title “The Catch” (book or interactive whiteboard version). Say: I’ll use this mentor text to model how to organize ideas on a sequence-of-events chart. I will imagine that I’m Kunal Rai, and I’m organizing my ideas for “The Catch.” Add events to the sequence-of-events chart as you think aloud about each event.

Event 1. Say: I start by thinking about where I will begin my personal narrative. I’m going to start at the beginning of the game between the Cats and my team, the Raptors. I’ll write that event on my chart.

Event 2. Say: Next I want to get to the part where the Cats are up to bat. So I’ll skip ahead to the sixth inning when the game is almost tied.

Event 3. Say: Now I’ll describe how the Cats load the bases. That is my third event.

Event 4. Say: The fourth event in my narrative will be Jack coming up to bat. This will be a dramatic part of my narrative because he is the Cats’ best hitter and I’ll be able to describe how nervous I am anticipating how far he’ll hit the ball.

Event 5. Say: Next, I’ll tell about how I catch the ball and we win the game.

Event 6. Say: After the game, I’m voted MVP and I keep the ball. I will talk about how I felt when that happened.
Event 7. Say: I’ll end my narrative when I’m going home from the game. I remember how I felt about what had happened, and I’ll share that with my readers.

<table>
<thead>
<tr>
<th>Sequence of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The game begins.</td>
</tr>
<tr>
<td>2. In the sixth inning the score is 13–12.</td>
</tr>
<tr>
<td>3. The Cats load the bases.</td>
</tr>
<tr>
<td>4. The Cats’ best hitter is up to bat and he gets a long hit.</td>
</tr>
<tr>
<td>5. I manage to catch the ball so we win the game!</td>
</tr>
<tr>
<td>6. After the game, I’m voted MVP and I get to keep the ball.</td>
</tr>
<tr>
<td>7. I go home wondering if I’ll ever catch a ball like that again.</td>
</tr>
</tbody>
</table>

Sample Sequence-of-Events Chart (BLM 3)

Practice Organizing Ideas

Invite students to organize the first three events for a personal narrative idea they have using the Sequence-of-Events Chart (BLM 3). Invite one or more volunteers to share the events they organized. Reinforce the fact that writers think about the sequence of events before they begin to write their personal narratives.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Ideas

Bring students together and invite volunteers to share the events they organized. Discuss how writers use signal language (such as first, next, then, before, after, etc.) to help them think about the order of events.

Connect and Transfer to Independent Writing

Say: We just learned how to organize ideas for a personal narrative by focusing on the sequence of events. Remember to use this strategy when you are planning your personal narrative.

You may wish to make BLM 3 available to students who are ready to organize ideas for their own personal narrative during independent writing time.

Strategies to Support ELs

Beginning

Invite beginning ELs to storyboard the sequence of events in their narrative using BLM 4. Invite them to tell you about their pictures. Help students add labels to their storyboards, and write simple English sentences below their pictures to describe the events they tell you about. Read them with the students.

Intermediate

Encourage ELs to use the following sentence frames to help them organize three events in their narrative:

The first event in my narrative is ______.
The next event is ______.
After that, ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: organize ideas/organizar las ideas, sequence/la secuencia.

Writers on Writing

“The best time for planning a book is while you’re doing the dishes.”
—Agatha Christie
CREATE A STRONG LEAD FOR YOUR PERSONAL NARRATIVE

Explain Strong Leads

Say: The lead, or opening sentences, of our personal narratives are very important. A strong lead can grab our readers’ attention and make them want to keep going, but a weak lead can make readers lose interest right away. Good writers have many ways to grab their readers’ interest. Today we’re going to think about how to write a strong lead to start a personal narrative.

Model Strong Leads

Display the two sample leads below on chart paper or using the interactive whiteboard resources.

Say: Listen as I read these two personal narrative leads:

1. A few years ago, my baseball team played in the league semifinal against the Mountain Cats.

2. A chilly wind blew through Bicentennial Park on that Saturday night in October 2007. My baseball team, the Raptors, was playing the Mountain Cats in the league semifinal.

Sample Leads

Ask: Which lead grabbed your attention the most and how did the writer grab you? (Allow responses.) If necessary, read aloud the sentences again.

Say: When I read the first lead, I feel as if the author is just reporting some information to me. But when I read the second lead, I can almost imagine myself at the stadium. I can feel the chilly October air on my face. I can visualize the two opposing teams in their uniforms. I feel like something dramatic is going to happen. I definitely want to read this narrative. This is one good example of a strong lead. Let’s look at some others, too.

Distribute BLM 5 or display it using the interactive whiteboard resources. Read each lead with students. Say: Personal narrative writers can use many kinds of leads to hook their readers. Let’s read these together and think about what exactly makes each lead strong.
Practice Writing a Strong Lead

Invite students to work in small groups to compose their own strong lead based on “The Catch.” Groups should select one type of lead to focus on.

Share and Discuss Strong Leads

Bring groups together and invite them to read aloud the leads they wrote. Invite the rest of the class to identify what type of lead the group has written and to comment on how strong it is. Use these examples to reinforce the characteristics of a strong lead.

Connect and Transfer to Independent Writing

Say: We just learned how to write many types of strong leads for our personal narratives. As you draft your personal narrative, think about how you can begin it in a way that will grab your readers and make them want to keep going.
REVISE YOUR PERSONAL NARRATIVE FOR VOICE

Explain Revising for Voice

Say: Sometimes when we complete our drafts, we assume we’re done, but we’re not. One of the most important parts of writing is revising the text—or making changes to it—to make it stronger. In fact, professional writers often do several revisions to a work before they publish it. In a personal narrative, one thing you will really want to focus on as you revise is your narrative voice. If the voice is strong, your readers will be able to connect with you, the writer. Today I’m going to show you how to revise a personal narrative to make the voice stronger.

Model Revising for Voice

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to listen for the author’s voice in the writing.

Say: I think I can make the voice stronger throughout this paragraph. I really want readers to hear me talking to them. Reread sentences 1 and 2. Say: I don’t hear my own voice at all in these sentences. I’m just telling my readers what happened. Maybe I could add a sentence that would talk directly to the readers and share my feelings about the situation. I could write “We were on top!” That would show my excitement and make me part of the action. Insert this sentence into the text. (revised to include side comment)

Reread sentences 3 and 4. Say: “Now it was the Mountain Cats’ turn” is okay, but I could use an expression that shows more of my personality. I could write “Now it was the Mountain Cats’ last licks.” I like that better. (revised to reflect the writer’s personal voice)

Reread sentences 5 and 6. Say: Again, I don’t really hear my voice coming through. Instead of writing “Then the Cats loaded the bases, and their best hitter, Jack, was up,” I’m going to write “Then the Cats loaded the bases. What’s worse, their fiercest hitter, Jack, was up.” That’s what I would say, and this tells my readers how nervous I am about Jack being the up to bat. (revised to reflect the writer’s personal voice)

Reread sentences 7 and 8. Say: “We were really nervous,” tells readers how I feel, but I could do better than that. I could write “Our stony determination began to show some cracks.” Readers will be able to visualize that better. They’ll understand how my team is feeling. (revised to include the writer’s emotions)
Despite the cool weather, both teams came out swinging. By the sixth inning the score was 13–12. We were on top! Now it was the Mountain Cats’ turn last licks. We took the field determined not to let the other team scare us or shake our spirit. We got one out, then another. Then the Cats loaded the bases and! What’s worse, their best fiercest hitter, Jack, was up. He walked onto the field swinging his bat. The crowd cheered him on as he walked toward the plate. We were really nervous. Our stony determination began to show some cracks.

Modeling Text

Practice Revising for Voice

Display the practice text on chart paper or the whiteboard.

I caught the ball and Jack was out. We won the game.

Practice Text

Ask students to work with a partner to revise the sentences for voice. Each team should write down their sentences and be prepared to read them to the class and explain how they strengthened the narrator’s voice. Say: Remember, you can make a connection with your readers in many ways. You can write things the way you would say them; you can put your feelings into pictures for the reader; you can speak directly to the reader.

Share Practice Revisions

Bring students together and invite partners to read aloud their revised sentences and explain what approach they took to strengthening the voice. Record students' sentences and post these as models for students to use as they revise their own personal narratives.

Connect and Transfer to Independent Writing

Say: We just learned how to revise our personal narratives to make the voice stronger. Remember, a good personal narrative has a strong voice that readers can connect to. As you revise your personal narrative, remember to let your voice come through. You can do this by talking to the reader, writing in a way that sounds like you speaking, or describing your emotions visually for readers.

Strategies to Support ELs

Beginning

Support students’ use of the first person voice by inviting them to use the first person as they tell you about pictures they have drawn. Encourage them to think about who they drew the pictures for and what they would want to say to their audience.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Remind students to make the sentences sound the way they might say them.

Writers on Writing

"The beautiful part of writing is that you don’t have to get it right the first time, unlike, say, a brain surgeon. You can always do it better, find the exact word, the apt phrase, the leaping simile.”

—Robert Cormier
EDIT YOUR PERSONAL NARRATIVE FOR GRAMMAR

Explain Editing for Grammar

Say: As we get closer to publishing our work, we need to focus on how well our writing reflects the rules of grammar. Why do you think this might be important? (Allow responses.) When we put something out there with our name on it for others to read, we want it to be as good as we can make it. We want people to focus on the message—not on the mistakes that we didn’t find. That is what editing is about. When we edit, we get critical with ourselves. We find the mistakes we don’t want others to find.

Model Editing for Grammar

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and look for grammar errors in your writing.

Say: I know that pronouns are very prominent in my personal narrative, so I am going to pay special attention to whether or not I am using pronouns effectively. I’m also going to focus on my regular and irregular past tense verbs.

Reread sentence 1. Say: “We taked the field.” You know, that doesn’t really sound right to me. I want to use the past tense of take, but I don’t think this is correct. I’m going to check the dictionary and see what the past tense of this verb is. (Model looking in a dictionary, or ask a student to do it for you.) The past tense of take is took. I will change this sentence so that it begins “We took the field . . .”

Reread sentences 2, 3, and 4. Say: These sentences sounds good to me. The past tense verbs sound right to my ears. I like these sentences. I’m not going to change them.

Reread sentences 5 and 6. Say: In the previous sentence, I wrote “What’s worse, their fiercest hitter, Jack, was up.” Now I’m starting this sentence with Jack, but I don’t think I need to. My readers know I’m talking about Jack, so I will use a pronoun instead. I will say “He walked onto the field . . .” In the next sentence, I don’t need to say “The crowd cheered Jack on.” I can say that they cheered him on. I can use the objective pronoun to talk about Jack. This makes my writing sound better. Before, I used the word Jack too often.

Mini-Lesson Preparation

Materials Needed

• Chart paper and markers
• Proofreading Symbols poster
• Student dictionaries
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (without edits) onto chart paper prior to the mini-lesson.
We took the field determined not to let the other team scare us or shake our spirit. We got one out, then another. Then the Cats loaded the bases! What's worse, their fiercest hitter, Jack, was up. **He** walked onto the field swinging his bat. The crowd cheered Jack him on as he walked toward the plate. Our stony determination began to show some cracks.

**Modeling Text**

**Practice Editing for Grammar**

Write the practice text on chart paper or the whiteboard.

Jack took his place at the plate. **He** was ready to hit a home run.

Our team was playing the Mountain Cats. **They** were the best team in the league. We were not looking forward to playing the Mountain Cats them!

Tyler threw the ball and it flew across home plate. Strike!

**Practice Text**

Ask students to work with a partner to edit each sentence for pronoun use or past tense. Each team should write their edited sentences and be prepared to read them to the class and explain how their changes improved the sentences. Remind students to consult the dictionary for help with past tense verb forms.

**Share Practice Edits**

Invite partners to read aloud their edited sentences and explain how their edits improved the writing. Make the changes to the sentences on chart paper or the whiteboard to model how you use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

**Connect and Transfer to Independent Writing**

**Say:** We just learned how to edit our personal narratives to improve our grammar. Remember, good writers find and correct grammar errors before taking their work to completion. When you leave errors in your writing, readers may focus on these errors instead of the great narrative you are telling.

**Teaching Tip**

Display the Proofreading Symbols posters and remind students to use these symbols as they edit.

**Strategies to Support ELs**

**Beginning**

Support students’ use of the pronoun I. Say sentences that begin with a student’s name and ask the student to replace his or her name in the sentence with the pronoun I. For example:

[Student’s name] can write / I can write.
[Student’s name] can draw / I can draw.
[Student’s name] can write / I can write.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Display and review an anchor chart of nouns and pronouns from the interactive whiteboard resources before students edit the practice text.
CREATE A TITLE FOR YOUR PUBLISHED NARRATIVE

Explain the Importance of a Title

Ask: When you’re looking for a book to read and you go into a bookstore or library or you go online, what kinds of book titles make you interested in a book? Encourage students to generate their own ideas about how titles affect them and what kinds of titles they respond to as readers.

Say: The title of a piece of writing is usually the first thing your audience pays attention to. It should get their attention, it should give them some idea what the writing is about, and it should make them want to find out more.

Model Brainstorming a Title

Display the mentor text “The Catch” in book form or using the interactive whiteboard resources. If you are using the book, post chart paper so that you can jot key words as you model. You can circle or highlight words and phrases with the interactive whiteboard resources.

Say: Let’s imagine that I’ve written this personal narrative and I’ve revised and edited it, but I still don’t know what to call it. That happens to writers all the time, by the way. Choosing those two or three words can sometimes feel like the hardest part. One strategy for coming up with a title is to look back at what you’ve written and pull out words and ideas from the text. I’ll show you how I do this.

Revisit page 16. Say: My narrative is about my league championship game, so I’ll write down the words championship game. I’ll also write down the name of my team, the Raptors, and the phrase do-or-die. I like that phrase. It really describes that game.

Revisit pages 17–18. Say: Nothing really stands out for me on these pages. They are very dramatic, but I don’t see any words or have an ideas that come into my mind.

Revisit page 19. Say: This is the really important part of my narrative, when I make that catch. If I hadn’t made that catch, our team wouldn’t have won the game. I’m going to write “I make the catch” on my list.
Revisit page 20. Say: In the last paragraph of my narrative, I wrote “I wondered if I would be able to catch the ball like that again.” That idea of my making the catch is really what this narrative is all about. That catch was why I wrote this personal narrative to begin with. It changed our team’s fate, and it stayed with me as an important accomplishment. I’ll write down “the catch.”

Say: The word that keeps coming back to me is catch. I think that’s my title: “The Catch.”

<table>
<thead>
<tr>
<th>championship game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raptors</td>
</tr>
<tr>
<td>Do or Die</td>
</tr>
<tr>
<td>I make the catch.</td>
</tr>
<tr>
<td>The catch</td>
</tr>
</tbody>
</table>

Sample Title Brainstorm

Practice Generating Title Ideas

Invite students to work with a partner. Each partner should read a short story, narrative, or other piece of writing that their partner has written and jot down ideas for titles based on key words, phrases, and ideas in the writing. Each partner should develop one or more titles for their partner’s writing. Then partners should share their ideas.

Share and Discuss

Bring students together and invite students to talk about the process of generating titles. How did the strategy of rereading to look for key messages and ideas help them create a title?

Connect and Transfer to Independent Writing

Say: Remember, the words in your personal narrative should hold the key to a good title. You want your title to reflect what’s important in the narrative. It shouldn’t be vague. It should make people intrigued, or curious, and want to read more. Keep this in mind as you develop a title for your narrative.

Strategies to Support ELs

Beginning

Display familiar books from your classroom. Point to the title of each book and read it aloud to students. Say: “The title of this book is ______.”

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: title/el título.
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Using Your Personal Voice to Connect with Your Audience

Explain Using Your Personal Voice to Connect with Your Audience

Say: When I write a personal narrative, I want to make a connection with my audience. I want my readers to feel like they are sitting at the kitchen table having a conversation with just me. To do this, I have to write like I speak. When I speak, I don’t use formal language and grammar. I use everyday words, and I might not use the best grammar. Today I’m going to show you how to include this type of voice in your personal narrative so that you can make a connection to your readers.

Modeling How Writers Use Their Personal Voice to Connect with Their Audience

Display the modeling text on chart paper or using the interactive whiteboard resources.

Ask students to listen as you read the passage aloud and to listen for the author’s personal voice.

Say: This text has two good examples of personal voice. Look at the second sentence. The author says, “That didn’t matter much to me.” I bet this is exactly the way the author speaks. She could have said, “That didn’t matter to me.” Adding the word “much” to her sentence makes the author’s words sound like her every day speech. She does the same thing in the second paragraph when she says, “so we needed to let her be.” The author could have said, “so we needed to let her rest,” but that wouldn’t have sounded like her personal voice. I’ve heard my mother and father use these two phrases a lot, so I can really relate to what the author is saying, and those phrases caught my attention. I’m going to underline those sentences and label them author’s personal voice. Underline and label the identified sentences.

I felt a little left out because everyone else in the room held him. It didn’t matter much to me though. I couldn’t take my eyes off him. Nazaih had hazel eyes, soft, smooth skin and lots of hair.

Natalia was in pain, so we needed to let her be. It wasn’t until later in the day that I got to see my little Nazaih again.

Modeling Text
Practice Writing Your Personal Voice

Write the practice text on chart paper or the whiteboard.

We went to the grocery story on Saturday.

Practice Text

Ask students to add voice to this sentence. Students can change the existing sentence and/or add additional text so that readers will hear their voice. Students should write down their sentences and be prepared to read them to the class and explain how they made a connection to their readers through their personal voice.

Share Practice Sentences

Bring students together and invite them to read aloud their sentences and explain how they made a connection with their audience. Have students identify their personal voice. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

Connect and Transfer to Independent Writing

Say: We just learned that adding your own voice to personal narratives is one way to make connections with your audience. Remember, a good personal narrative has a strong voice that readers can connect to. As you write your personal narrative, remember to write like your speak.

Strategies to Support ELs

Beginning and Intermediate

Model how you talk about yourself using sentences that begin with I. Invite students to tell you about a drawing or photograph of themselves using the sentences that begin with I. Reinforce that writers “talk” on paper using their own individual voices.

Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: voice/la voz.

Writers on Writing

“Voice is the golden thread that runs through a piece of writing. It’s how the reader knows it is really you speaking. It is that individual something—different from the mark of all other writers—that we call “voice.”

—Ruth Culham
USING VOICE SIDE COMMENTS TO CONNECT WITH YOUR AUDIENCE

Explain Using Voice Side Comments to Connect with Your Audience

Explain. Say: When we write a personal narrative, we want to make a connection with our readers. We want to make our audience feel like they are a part of the event or action—almost as if they are two steps away and we are having a side conversation with them about what is happening. One way to do this is to step away from the text and add a side comment. A side comment is a statement or two, maybe a question, in the text that you might use in an every day conversation. Today I’m going to show you how to include this type of voice in your personal narrative so that you can make a connection to your readers.

Model How Writers Use Side Comments to Connect with Their Audience

Display the modeling text on chart paper or using the interactive whiteboard resources.

Ask students to listen as you read the passage aloud and to listen for a side comment.

Say: I noticed something interesting about Olivia. She’s telling her personal narrative as if it were a story. Then all of the sudden, Olivia bursts through and tells us what she feels about the situation. She expresses her frustrations about the garage sale. She says, “After all the times I slept with Maya on the kitchen floor. All the time I spent making up a silly song for her. Was it all for nothing?” This is an example of making a connection with the audience by taking a few steps away from the storyline and adding feelings. I really feel Maya’s frustration. And her story reminds me of a time when my parents gave away one of my favorite toys without asking me. I still remember how I felt when that happened. Wow! The author helped me make a connection to my life. I’m going to underline those sentences and label them voice side comments. Underline and label the identified sentences.

Modeling Text

One day my mom put her arm on my shoulder. “We’re going to have a garage sale…and we’re going to give away the puppies.”

“What? No, not Maya!” I shouted, feeling a piece of my heart break. I couldn’t believe it! After all the times I slept with Maya on the kitchen floor. All the time I spent making up a silly song for her. Was it all for nothing?
Practice Writing Voice Side Comments

Write the practice text on chart paper or the whiteboard.

Our teacher stood in front of the class. She did not look happy.

Ask students to work with a partner to add voice to this sentence. Remind students that they want to step away from the text and add a side comment that connects with the audience. Each pair should write down their sentences and be prepared to read them to the class and explain how they made a connection to their readers through side notes.

Share Practice Sentences

Bring students together and invite pairs to read aloud their sentences and explain how they made a connection with their audience. Have pairs identify their side notes. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

Connect and Transfer to Independent Writing

Say: We just learned that adding side notes to our personal narratives is one way to make connections with our audience. Remember, a good personal narrative has a strong voice that readers can connect to. As you write your personal narrative, remember to let your voice come through.

Strategies to Support ELs

Beginning

Work one on one with beginning ELs to practice expressing feelings orally using sentence frames such as:

I feel ______.
I am ______.

Intermediate and Advanced

Pair ELs with more fluent English speakers during the partner activity. Supply the following sentence frames to help them create side comments for the practice sentence:

I was thinking ______.
Oh no! ______.
You can imagine ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: connect/conectar/formar una conexión, voice/la voz.

Writers on Writing

“When I read something by one of my favorite writers, I often have the feeling that no one else could have written it. In most good writing, the individuality of the writer comes through. When we sense this individuality, we’re picking up on the writer’s voice.”

—Steve Peha
VOICING PERSONAL FEELINGS TO CONNECT WITH YOUR AUDIENCE

Explain Voicing Personal Feelings to Connect with Your Audience

Say: When I write a personal narrative, I want to make a connection with my audience. I want my readers to feel what I feel, wonder what I wonder, even hope what I hope. To do this, I have to be willing to share my feelings and emotions. This isn’t always easy because my feelings are mine and no one else’s. I have to decide which feelings I’m willing to share and which feelings I’d rather keep to myself. Today I’m going to show you how to include this type of voice in your personal narrative so that you can make a connection to your readers.

Model How Writers Voice Personal Feelings to Connect with their Audience

Display the modeling text on chart paper or using the interactive whiteboard resources.

Ask students to listen as you read the first passage aloud and to listen for the author’s personal feelings.

Say: In this first sentence, the author says that she was feeling a little left out. This phrase shows that the author was hurting inside just a little. We all know what this emotion feels like. No one wants to feel left out. On the other hand, you don’t want others to think you are complaining. The author takes a risk and puts her emotions on paper. She’s not worried what others will think about her. I’m going to underline that phrase and label it “author’s personal feelings.”

Underline and label the identified sentences.

Now read the second passage and ask students to listen for the author’s personal feelings.

Say: In this passage, the author has something joyous to talk about but then adds a wonder that everyone can relate to. He says, “I wondered if I would be able to catch a ball like that again.” That sounds like he’s a little afraid. What if it never happens again? Maybe he says to himself, “What if a ball comes my way again and I drop it?” Again, the author puts his emotions on paper. He takes the risk. Admitting and sharing our concerns and fears in writing is a good thing because everyone has these emotions. I’m going to underline those sentences and label them “author’s personal feelings.” Underline and label the identified sentences.
Practice Writing Personal Emotions and Feelings

Write the practice text on chart paper or the whiteboard.

My family got in the car and headed out for Disney World.

Ask students to work with a partner to add voice to this sentence. Remind students to add sentences that show their feelings, wonders, or hopes. Each pair should write down their sentences and be prepared to read them to the class and explain how they made a connection to their readers through their personal emotions and feelings.

Share Practice Sentences

Bring students together and invite pairs to read aloud their sentences and explain how they made a connection with their audience. Have pairs identify their personal emotions and feelings. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

Connect and Transfer to Independent Writing

Say: We just learned that adding your feelings, wonders, and hopes to personal narratives is one way to make connections with your audience. Remember, a good personal narrative has a strong voice that readers can connect to. As you write your personal narrative, remember to include your emotions and feelings.

Strategies to Support ELs

Beginning

Model how you talk about your feelings using simple sentences and picture support. For example, say: This morning I ate a bagel. I love bagels. I felt really happy while I ate my bagel. Invite students to draw a picture of themselves and to tell you how they feel in the drawing using the sentence frame: “I feel ______.”

Intermediate and Advanced

Invite students to draw a picture of themselves and to tell you how they feel in the drawing using sentence frames such as: “I felt ______ when ______.”

Encourage students to write their sentences.

Advanced

Pair ELs with more fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: emotions/las emociones.

Modeling Text

I was felt a little left out because everyone else in the room got to hold him.

Afterward, everyone started to leave the stadium. Making the catch for my team was one of the most phenomenal experiences of my life. As I was going home, I wondered if I would be able to catch the ball like that again. There wasn’t much else I could do but keep practicing and hope for another chance.

Writers on Writing

“Let’s encourage students to uncover what matters to them—their passions, wonderings, and deepest concerns. Voice frees students to discover what they think and feel, and challenges them to express it in writing.”

—Ruth Culham
**USING WORDS TO DESCRIBE FEELINGS**

**Explain Using Word That Describe Feelings**

**Say:** When I write a personal narrative, I want my readers to feel like they are right next to me—feeling my event as if it were there own. To do this, I have to choose the best words that describe my feelings and the feelings of those around me. I can certainly use a single word like **heartbreak** to describe what happened when my cat, Panther, ran away from home. But I can also use phrases like **I felt as low as mud** to describe the same feeling. Today I’m going to show you how to choose the best words or phrases to describe your feelings and emotions.

**Model How Writers Use Words That Describe Feelings**

Display the modeling text on chart paper or using the interactive whiteboard resources.

Ask students to listen as you read the first passage aloud and to listen for the words the author uses to show her feelings.

**Say:** The first paragraph sets up what is happening. The author’s mother is going to give away her pet at a garage sale. In the second paragraph, the author says that she shouted at her mother and felt a piece of her heart break. The words “feeling a piece of my heart break” is a phrase that tells me how upset the author really is. Giving away her dog is not okay. This is a terrible thing. Have you ever felt your stomach drop to your feet? That’s what the author is feeling. I sense that by her choice of words. I’m going to underline those words and label them “feeling words.” Underline and label the identified sentences.

**Say:** Then she goes on to say that she pleads with her mother. **Plead** is a great emotion word. It tells me that the author is desperate. She pleads “hoping against hope.” This phrase tells me that she’s not sure her pleading will work, but she’s going to try. I can tell from her words that she feels pretty bad. I’m going to underline those words and label them “feeling words.” Underline and label the identified sentences. **Wow! Including feeling words and phrases is a great way for me to tell my story so that my readers can understand my feelings and emotions.**

---

**Modeling Text**

One day my mom put her arm on my shoulder. “We’re going to have a garage sale…and we’re going to give away the puppies.”

“What? No, not Maya!” I shouted, feeling a piece of my heart break. “Can’t we keep her?” I pleaded, hoping against hope.
Create a Class Feeling and Emotions Anchor Chart

Say: Writers use many words to share their feelings and emotions.

On chart paper, work with students to brainstorm words they might use to share feelings and emotions. Begin with the words you found in the modeling text. Post this anchor chart for students to refer to throughout the unit.

### Feelings and Emotions Words and Phrases
- feeling a piece of my heart break
- pleased
- hoping against hope
- worse than anything
- frustrated
- held my breath while I waited
- left a little piece of me behind
- I was about to explode
- heartbroken
- low as mud

Sample Feelings and Emotions Anchor Chart

Practice Using Words to Describe Feelings in Writing

Write the practice text on chart paper or the whiteboard.

`My homework was ruined.`

Practice Text

Ask students to work with a partner to add words to this sentence that describe feelings. Each pair should write down their sentences and be prepared to read them to the class and explain how they added words that describe what they feel about their homework being ruined.

Share Practice Sentences

Bring students together and invite pairs to read aloud their sentences and explain how they added words that describe what they feel. Have pairs identify their personal emotions and feelings. Record students’ sentences and post these as models for students to use as they write their own personal narratives.

Connect and Transfer to Independent Writing

Say: We just learned that certain words and phrases help our readers understand our feelings. Remember, using just any word will not share what we feel. As you write your personal narrative, remember to include the best words and phrases.

Strategies to Support ELs

Beginning

Beginning ELs will still be learning adjectives to describe feelings. Display the visual prompts on the interactive whiteboard and encourage them to name the emotions reflected in each photograph. Model as needed. You may wish to label each photo using the whiteboard tools.

Intermediate

Use the visual prompts on the whiteboard, but instead of having students simply name the emotion, encourage them to use more descriptive language for each photo. For example, instead of saying “The girl looks sad,” they might say, “The girl looks as if she wants to sit and have a good cry.” Encourage students to write down their sentences after they say them.

Advanced

Pair ELs with more fluent English speakers during the partner activity.

Writers on Writing

“Word choice is more than just about the use—or misuse—of words. It is also about beautiful language. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

—Ruth Culham
Explaining Using Varied Sentence Structures

Say: Remember when you were first learning to read? You read a lot of books that sounded like this: “Mud is fun. Mud is cool. Mud is oozy. Mud is messy.” We know this text is about mud, but this text is not interesting. Why not? (Allow responses.) Each sentence starts out the same way. Mud is ______.
Great for teaching kids how to read. Not great for keeping a reader’s interest.
One way that authors make their writing interesting is to change the way their sentences look and sound. They do this by starting sentences with different words. Today I’m going to show you how to write more interesting personal narratives by starting sentences with different words. We call this varying sentence structure.

Model How Writers Vary Sentence Structure

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to listen for ways the author varies sentence structure.

Say: The author does a good job of varying these sentences. Let’s look at them. The first sentence describes two actions—jumping in the air and feeling something hit the glove. So this sentence is a combined sentence. The next sentence starts with the sequence word then. This word tells what happens next. Adding sequence words like then is a simple way to vary sentence structure. Next the author does something interesting. He uses two short, simple sentences in a row. Adding short sentences back to back is a great way to keep excitement going. It makes me wonder what is going to happen next. The next two sentences describe what the boy looked like and what he felt. I like those sentences. Now look at the last sentence. It starts with the word as and then there is a comma after me. This is an example of a clause. It is not a complete sentence, but it does lead to a complete sentence. So we found four ways to vary sentence structure: combine sentences, use sequence words, use short, simple sentences back to back, and introduce a complete sentence with a clause.

I jumped into the air and felt something hit my glove. Then I hit the ground with a thud. Thump! I skidded. I rolled. My jersey was covered with dirt and grass. I was afraid to look in my glove. As I saw my other team members jump in excitement and run toward me, I looked into the glove and saw the ball!
Create a Class Varying Sentence Structure Anchor Chart

**Say:** Writers vary sentence structure in many ways. Let’s make an anchor chart so you can remember some ways and use them when you write your personal narrative.

On chart paper, work with students to brainstorm examples of the four ways to vary sentence structure. Begin with the examples you found in the modeling text. Post your chart for students to refer to throughout the unit.

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<th>Varying Sentence Structure</th>
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<td><strong>Combine Sentences</strong></td>
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<td>I jumped into the air and felt something hit my glove.</td>
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<td>I jumped on the bed and hit my head.</td>
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<tr>
<td><strong>Use Sequence Words</strong></td>
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<td>next</td>
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<td>later</td>
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**Sample Varying Sentence Structure Anchor Chart**

**Practice Varying Sentence Structure in Writing**

Write the practice text on chart paper or the whiteboard.

**Practice Text**

Ask students to work with a partner to add three sentences about the park. Remind students to vary their sentence structure. Each pair should write down their sentences and be prepared to read them to the class and explain how they varied sentence structure.

**Share Practice Sentences**

Invite pairs to read aloud their sentences and explain how they varied sentence structure in their paragraphs. Record a few paragraphs and post these as models for students to use as they write their own personal narratives.

**Connect and Transfer to Independent Writing**

**Say:** Remember, readers aren’t going to want to read sentences that begin with the same words. Vary the beginnings of sentences so that we don’t bore our readers.

---

**Strategies to Support ELs**

**Beginning**

Focus on helping beginning ELs say and write complete sentences. Display a photograph using the interactive whiteboard resources. Encourage ELs to orally compose a complete sentence about the photograph and to write it on paper.

**Intermediate**

Using the photographs on the interactive whiteboard resources, encourage ELs to tell a partner two or more sentences about a photograph and to begin each sentence in a different way. Ask them to write down their sentences.

**Advanced**

Pair ELs with more fluent English speakers during the partner activity.

---

**Writers on Writing**

“We can’t start every sentence the same. We can’t expect people to read our writing if we do. We can’t keep using the same words over and over at the beginning. We can’t do this because it drives our readers crazy! It also makes the writing hard to understand. Why? Because readers start paying more attention to the repetition of the sound than they do to the meaning of the words.”

—Steve Peha
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<td>6. End Punctuation in Sentences</td>
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</table>
REGULAR PAST TENSE VERBS

Explain Regular Past Tense Verbs

Say: When authors write about things that have already happened, they write in the past tense. In the English language, many past tense verbs end in -ed. These verbs are called regular past tense verbs. Let’s look at some of these verbs.

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Regular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>pump</td>
<td>pumped</td>
</tr>
<tr>
<td>change</td>
<td>changed</td>
</tr>
<tr>
<td>flip</td>
<td>flipped</td>
</tr>
</tbody>
</table>

Regular Verb Tense Chart

Say: Look at the word pump. To make this word past tense, add -ed. Pumped. Now look at the word change. The word ends in -e, so I just add -d. Changed. Now look at the word flip. The word has a short vowel sound. When a word has a short vowel sound followed by a consonant, double the final consonant before adding -ed. Flipped.

Model Using Regular Past Tense Verbs

Say: I’m going to write about something I did yesterday at a pet store. Since this event has already happened, I’m going to use past tense verbs.

Display the modeling text on the board.

I stopped right in front of the puppies and looked them over carefully.
I patted and brushed them with my fingers.

Modeling Text

Say: I’m going to underline the past tense verbs in my paragraph. They end in -ed. If I look closely, I see that two past tense verbs, stopped and patted, have double consonants. Stop and pat have short vowel sounds followed by a consonant, so I had to double the consonant before adding -ed.
Practice Regular Past Tense Verbs

_Say:_ *Let’s think of a few more past tense verbs and use them in sentences._

Have students form small groups. Invite groups to think of five regular past tense verbs. The verbs must end in **-ed** but can have a double final consonant. Have groups share their results with the class. Record their regular verbs on a class Regular Past Tense Verbs anchor chart.

<table>
<thead>
<tr>
<th>Regular Past Tense Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>used</td>
</tr>
<tr>
<td>listened</td>
</tr>
<tr>
<td>moved</td>
</tr>
<tr>
<td>climbed</td>
</tr>
<tr>
<td>liked</td>
</tr>
<tr>
<td>washed</td>
</tr>
<tr>
<td>talked</td>
</tr>
<tr>
<td>painted</td>
</tr>
<tr>
<td>scared</td>
</tr>
<tr>
<td>scrubbed</td>
</tr>
<tr>
<td>pulled</td>
</tr>
</tbody>
</table>

_**Sample Regular Past Tense Verb Anchor Chart**_

Invite students to form pairs and look at the list of regular past tense verbs on the anchor chart. Ask pairs to choose three verbs and use them in sentences.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Practice Sentences

Have pairs share their sentences with the class. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

Connect and Transfer to Independent Writing

_Say:_ *Remember to use regular past tense verbs when you write about things that happen in the past, for example, in personal narratives. Think about how to change a present tense verb into a regular past tense verb. Ask yourself these questions: Do I add **-ed?** **-d**? Or do I need to double the final consonant?*

If you would like to give students additional practice recognizing and forming regular past tense verbs, have them complete BLM 6.

Strategies to Support ELs

Beginning

Help beginning ELs see the difference between present and regular past tense verbs. Concentrate on two or three very common verbs that they will use in oral language. (e.g., wash/washed, talk/talked, paint/painted) Create a two-column chart with the column heads “Present” and “Past” and write the present and past of these verbs in the appropriate columns. Read the words with students and use them in sentences as you pantomime actions to build understanding.

Intermediate and Advanced

Pair students with fluent English speakers to develop sentences. Make sure that students understand the meaning of each word before they begin the activity.

BLM 6
IRREGULAR PAST TENSE VERBS

Explain Irregular Past Tense Verbs

Say: Many past tense verbs end in -ed. We call these verbs regular past tense. Regular past tense verbs include words like jumped and painted. But irregular past tense verbs do not end in -ed. Let’s look at some irregular past tense verbs.

Display the following chart on chart paper or on the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Irregular Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
</tr>
</tbody>
</table>

Irregular Verb Tense Chart

Say: None of these past tense verbs end in -ed. Think about how these words would sound if you added an -ed. Runned, breaked, and fighted sound funny. Instead, run becomes ran, break becomes broke, and fight becomes fought. Irregular past tense verbs do not follow a pattern, so you have to memorize their spellings.

Model Using Irregular Past Tense Verbs

Say: I’m going to write about something that happened to me yesterday. Since this event happened in the past, I’m going to use past tense verbs.

Display the modeling text on chart paper or using the interactive whiteboard resources.

I found a puppy yesterday. I thought about what I would name her. As a matter of fact, I spent all night trying to pick out a name. Finally, I decided on Fifi.

Modeling Text

Say: I’m going to underline the past tense verbs in my paragraph. I notice that only one of my verbs has the -ed ending. The others are irregular past tense verbs—found, thought, and spent. I could not follow the spelling rule to write these words. I had to know them, and if I didn’t know how to spell them, I would have had to look in a dictionary to find out.
**Practice Irregular Past Tense Verbs**

*Say:* Let’s think of a few more irregular past tense verbs and use them in sentences.

Have students form small groups. Invite groups to think of three irregular past tense verbs. Have groups share their results with the class. Record their irregular verbs on a class Irregular Past Tense Verbs anchor chart.

```
Irregular Past Tense Verbs
 taught  drank
 sat     made
 began   knew
 blew    said
 chose   took
 came    wrote
```

**Sample Irregular Past Tense Verbs Anchor Chart**

Invite students to form pairs and look at the list of irregular past tense verbs on the class list. Ask them to choose three verbs and use them in sentences.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Practice Sentences**

Have pairs share their sentences with the class. Make note of student pairs who struggle with this activity. Use this information to plan further instruction.

**Connect and Transfer to Independent Writing**

*Say:* Remember to use irregular past tense verbs when you write about things that have happened in the past, for example, in a personal narrative. Since these verbs do not follow a pattern, you will need to memorize their spellings. Be sure to use a dictionary if needed.

If you would like to give students additional practice recognizing and forming irregular past tense verbs, have them complete BLM 7.

**Strategies to Support ELs**

**Beginning**

Beginning ELs will need significant support to learn irregular past tense verbs. Concentrate on one or two very common verbs that they will need to use in oral language. (e.g., eat/ate, do/did) Create a two-column chart with the column heads “Present” and “Past” and write the present and past tense of these verbs in the appropriate columns. Read the words with students and use them in sentences as you pantomime actions to build understanding. For example:

*I eat my sandwich.*
*I ate my sandwich yesterday.*

**Intermediate and Advanced**

Pair students with fluent English speakers to develop sentences. Make sure that students understand the meaning of each word before they begin the activity.

Invite students to complete BLM 7 for more practice with irregular past tense verbs.

*BLM 7*
SUBJECT PRONOUNS

Explain Subject Pronouns

Say: All sentences have a subject, or what the sentence is about. Subjects are nouns. But if an author uses the same subject noun over and over, the text doesn’t sound right. So authors replace the subject with a pronoun. Subject pronouns are I, it, he, she, they, we, and you. Write subject pronouns on chart paper and hang it in the room.

Model Using Subject Pronouns

Display the modeling text on chart paper or using the interactive whiteboard resources and read them aloud to students.

Juliet is an English setter. Juliet is blond with orange spots all over. Juliet has the floppiest ears ever!

Modeling Text

Say: Hmmm. My sentences all started with the name Juliet. I used Juliet three times. I wonder if there is another way to say Juliet. I should probably keep the first Juliet, but I think I can replace the second and third Juliet with the pronoun she. Draw a line through the second and third Juliet (or erase) and replace with she.

Say: Now I’ll read the sentences again. (Read sentences aloud.) That sounds much better. The sentences don’t sound as choppy. They flow from one to the next.

Practice Using Subject Pronouns

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to revise the practice sentences to include subject pronouns. (Students do not need to copy sentences.)

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”
Share Sentences with Subject Pronouns

Invite pairs to share how they used pronouns. Discuss their responses. Ask the following questions:

- What pronoun did you choose?
- Why did you choose that pronoun?
- Could you have chosen a different pronoun?
  What pronoun could you have chosen?

Connect and Transfer

Say: Remember to use subject pronouns when you want to repeat the subject of a sentence. To make sure your nouns and pronouns sound correct, read your writing out loud.

If you would like to give students additional practice using subject pronouns, have them complete BLM 8.

<table>
<thead>
<tr>
<th>Subject Nouns</th>
<th>Subject Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>an eraser</td>
<td>it</td>
</tr>
<tr>
<td>a girl</td>
<td>she</td>
</tr>
<tr>
<td>a boy</td>
<td>he</td>
</tr>
<tr>
<td>two girls</td>
<td>they</td>
</tr>
</tbody>
</table>

Strategies to Support ELs

Beginning

Beginning ELs need significant support to understand subject pronouns. Concentrate on common subject pronouns that they will need to use in oral language. Create a two-column chart with the column heads “Subject Nouns” and “Subject Pronouns” and write the nouns and pronouns in the appropriate columns. Use items and students to explain each pronoun.

Intermediate and Advanced

Pair students with fluent English speakers to develop sentences. Read the practice sentences with students and make sure they understand them. Point out the subject of each sentence.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: pronoun/el pronombre, subject/el sujeto.
OBJECT PRONOUNS

Explain Object Pronouns

Say: All sentences have a subject, or what the sentence is about, and a predicate, or the subject’s action. Many sentences also have an object. The object receives the action. Subjects and objects are nouns. But if an author uses the same object noun over and over, the text doesn’t sound right. So authors replace the object with a pronoun. Object pronouns are me, her, him, it, them, us, and you. Write object pronouns on chart paper and hang it in the room.

Model Using Object Pronouns

Display the modeling text on chart paper or using the interactive whiteboard resources and read them aloud to students.

Juliet chased a dog. She caught the dog and put a leash on the dog. Then she took the dog home.

Say: Hmmm. I used the dog three times. I wonder if there is another way to say the dog. I need to keep a dog in the first sentence so that readers know what I’m talking about, but I think I can replace the words the dog in the other sentences with a pronoun. Since I don’t know if the dog is a boy or a girl, I’ll just call the dog it. Draw a line through the dog (or erase) in the second and third sentences and replace with it.

Say: Now I’ll reread the sentences. (Read the sentences aloud.) That sounds much better. The sentences flow from one to the next.
Practice Using Object Pronouns

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to revise the practice sentences to include object pronouns. (Students do not need to copy sentences.)

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

<table>
<thead>
<tr>
<th>Practice Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our cat chased a mouse. The cat caught ______. Then that cat let ______ go.</td>
</tr>
<tr>
<td>2. We went shopping with Susan and Carrie. Then we took ______ to dinner. After that, I took ______ home.</td>
</tr>
<tr>
<td>3. Michael wanted to play with Mary. He called ______ and waited for ______ to call back.</td>
</tr>
</tbody>
</table>

Share Sentences with Subject Pronouns

Invite pairs to share how they used pronouns. Discuss their responses. Ask the following questions:
- What pronoun did you choose?
- Why did you choose that pronoun?
- Could you have chosen a different pronoun? What pronoun could you have chosen?

Connect and Transfer to Independent Writing

Say: Remember to use object pronouns when you want to repeat the object of a sentence. To make sure your nouns and pronouns sound correct, read your writing aloud.

If you would like to give students additional practice using object pronouns, have them complete BLM 9.

Strategies to Support ELs

Beginning

Beginning ELs need significant support to understand object pronouns. Concentrate on common object pronouns that they will need in oral language. Display pictures of familiar objects using the interactive whiteboard resources. Create a two-column chart with the column heads “Object Nouns” and “Object Pronouns” and write the nouns and pronouns for each object in the appropriate columns.

<table>
<thead>
<tr>
<th>Object Nouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a marker</td>
<td>it</td>
</tr>
<tr>
<td>a girl</td>
<td>her</td>
</tr>
<tr>
<td>a boy</td>
<td>him</td>
</tr>
<tr>
<td>two boys</td>
<td>them</td>
</tr>
</tbody>
</table>

Intermediate and Advanced

Pair students with fluent English speakers to develop sentences. Read the practice sentences with students and make sure they understand them. Point out the object of each sentence.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: pronoun/el pronombre, object/el objeto.

BLM 9
CAPITALIZATION AND PUNCTUATION IN SENTENCES

**Mini-Lesson Objectives**

In this mini-lesson, students will:

- Determine the purpose of capital letters and periods in sentences.
- Identify the beginnings and endings of sentences in a paragraph.
- Use capital letters and punctuation in sentences.

**Mini-Lesson Preparation**

**Materials Needed**

- Chart paper and markers
- Interactive whiteboard resources
- Using Capital Letters and Periods (BLM 10)

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling and practice text onto chart paper prior to the mini-lesson.

**Modeling Text**

**Say:** We know that all sentences are supposed to begin with capital letters and end with end marks like periods. That’s easy to do when there is only one sentence. We capitalize the first letter. We put a period at the end.

Write the modeling text on the board.

```
the water park was fun
```

**Modeling Text**

**Say:** I know I need to capitalize the t in the because that is the first word in the sentence. (Mark through, or erase, the lower case t and replace with a capital T.) And I know I need a period at the end of the sentence. (Place a period at the end of the sentence.) But how do we know when to use capital letters and periods in a paragraph when there is one sentence after another? Well, the first thing we have to do is identify complete thoughts.

**Model Capitalization and Punctuation in Sentences**

Write the modeling text on the board without capital letters or periods. Rapidly, read the words out loud.

```
baby presents were all over the floor my sister was in bed nazaih was next to her
```

**Modeling Text**

**Say:** This is a mess. I can’t tell one thought from another thought because I didn’t add capital letters or periods. I need to read these words again, but this time I need to read them slowly and find complete thoughts. Then I’ll know where to put the capital letters and periods. Baby presents were all over. That doesn’t sound right. All over where? Oh! All over the floor. So I need to put a period after floor. That means I need to capitalize the m in my. (Place a period after floor and capitalize the m in my.) So the next sentence starts with my. “My sister was in bed nazaih was.” Whoops. Wrong again. That sentence must be “My sister was in bed.” Period. (Place a period after bed.) So the last sentence starts with Nazaih: “Nazaih was next to her.” Period. (Place a period after bed.) Now that I know the beginning and end for each sentence, I know which words need to be capitalized. (Capitalize baby, my, and Nazaih.)
**Say:** Now I’ll read the sentences again. Read sentences aloud making sure to pause at each period. Capital letters and periods separated the thoughts. The sentences are easier to read and sound better.

**Practice Using Capital Letters and Periods in Sentences**

Display the practice text on chart paper or using the interactive whiteboard resources.

1. Grandpa said that we could ride our bikes to the park we need to put our helmets on before we go we don’t want to get hurt
2. We went on a picnic this weekend we had hotdogs for lunch then we swam in the lake and chased squirrels
3. It was almost Dad’s birthday I didn’t know what to get him it’s too bad he didn’t make a wish list.

**Practice Text**

Ask students to form pairs. Invite pairs to include capitalization and periods in the sentences. (Students do not need to copy sentences.)

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Sentences with Correct Capitalization and Punctuation**

Discuss pairs’ responses. Ask the following questions:

- Where did you place capital letters and periods?
- What did you do to help you figure out where to put capital letters and periods?
- What did this lesson teach you how to do?

**Connect and Transfer to Independent Writing**

**Say:** Remember to use capital letters and punctuation in your sentences. Read your sentences out loud to make sure you have complete thoughts.

If you would like to give students additional practice capitalizing and punctuating sentences with periods, have them complete BLM 10.

**Strategies to Support ELs**

**Beginning**

Display photographs (available on the interactive whiteboard resources). Model saying complete sentences about each photograph. For example, *say:* I see the girl. Write your sentence on chart paper. Demonstrate how you capitalize the first letter of the first word in the sentence and how you use end punctuation. Repeat, having students say and help you write the sentence.

**Intermediate and Advanced**

Provide simple sentences to help ELs use capital letters and periods. For example:

- *I can’t go swimming the water is cold*
- *Look at the shirt a button is missing*
- *My dad made a sandwich it is peanut butter and jelly*

BLM 10
END PUNCTUATION IN SENTENCES

Explain End Punctuation

Say: All sentences begin with capital letters and end with punctuation marks like periods, exclamation marks, and question marks. To know which end punctuation mark to use, you have to understand the different types of sentences. Some sentences are statements. Others ask a question, and others are said with excitement. Each type of sentence uses a different end mark. Today we will learn about different types of sentences and what type of punctuation mark to use for each type.

Model Using Correct End Punctuation

Display the modeling text on chart paper or using the interactive whiteboard resources without end marks. Read aloud the sentences as if in paragraph form without changing voice inflection.

Mom said we had to give away my puppy.
I can’t believe it.
That’s not fair.
Was it all for nothing.

Say: The first sentence looks like a statement. I think it just needs a period at the end. (Place a period at the end of the sentence.) The second sentence, though, seems different. When I say, “I can’t believe it,” I’m usually upset or excited. I also speak loudly. I think I’ll put an exclamation mark at the end of this sentence. (Place an exclamation mark at the end of the sentence.) The third sentence is interesting. I could say it plainly or I could be upset and say it loudly. I think I’ll add a little excitement and say it loudly. That means I need another exclamation mark. (Place an exclamation mark at the end of the sentence.) The fourth sentence is not a statement. It seems like this sentence needs an answer. Anytime I’m looking for an answer, I ask a question. Oh. I remember. I need a question mark at the end of this sentence. I also remember that my voice goes up at the end of questions. (Place a question at the end of the sentence.)

Say: Now I’ll read the sentences again. Read the sentences aloud, raising your voice for exclamatory sentences and at the end of the question.
Practice Using End Punctuation

Display the practice text on chart paper or using the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to read the sentences in each set without any change in voice. Then ask students to add punctuation marks to the end of each sentence.

1. Oh no
   It’s raining again
   Will we never get to go outside and play
2. We won the game
   Can you believe it
   Surely it’s a dream
3. May I borrow the scissors, please
   Of course you may
   Don’t cut yourself

Share and Discuss Sentence Punctuation

Have students reread the sentences using appropriate voice inflection. Discuss pairs’ responses. Ask the following questions:

- What end punctuation marks did you use for each sentence?
- How did you decide which end punctuation mark to use?
- Which sentences could have had a period or an exclamation mark?

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Connect and Transfer to Independent Writing

Say: Remember to use punctuation marks at the end of your sentences. Read your sentences out loud to make sure you’ve used the correct mark. Don’t forget that some sentences could be said plainly with a period or with excitement. Those sentences need an exclamation point.
# Personal Narrative Features

<table>
<thead>
<tr>
<th>Personal Narrative Feature</th>
<th>Examples from the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Personal Narrative Ideas Evaluation Chart

<table>
<thead>
<tr>
<th>Personal Narrative Idea</th>
<th>Do I like this idea to write about?</th>
<th>Do I remember main details about this idea?</th>
<th>Do I want to share this personal narrative with others?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
# Sequence-of-Events Chart

<table>
<thead>
<tr>
<th>Sequence of Events</th>
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<tbody>
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<td></td>
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</tbody>
</table>
Personal Narrative Storyboard

Event 1          Event 2

Event 3          Event 4
Strong Personal Narrative Leads

<table>
<thead>
<tr>
<th>Lead</th>
<th>Type</th>
<th>Why is it Strong?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was ten years old, my baseball team came from behind to win the league championship.</td>
<td>Narrative</td>
<td>The writer uses a strong voice that engages readers.</td>
</tr>
<tr>
<td>If you’ve ever played on a team, then you can imagine how I felt when my team won the league championship in 2007.</td>
<td>Emotional Appeal</td>
<td>The writer speaks directly to readers and appeals to their sympathy.</td>
</tr>
<tr>
<td>Crack! The pitcher threw the first pitch and already the Raptors had a hit.</td>
<td>Action</td>
<td>The writer grabs readers by describing a sound and getting right into the action.</td>
</tr>
<tr>
<td>“Are you guys ready for this?” I asked as we stood in the dugout and watched the Raptors take the field for the first inning.</td>
<td>Dialogue</td>
<td>The writer uses dialogue to get readers into the action.</td>
</tr>
<tr>
<td>Would you like to hear about the best baseball game ever played?</td>
<td>Question</td>
<td>The writer speaks directly to readers and appeals to their curiosity.</td>
</tr>
<tr>
<td>All season, I’d believed no team was better than mine, and finally the night came for us to prove it—as you’ll soon see.</td>
<td>Opinion</td>
<td>This writer expresses an opinion to set up the narrative.</td>
</tr>
</tbody>
</table>

Directions: In the space below, write your own strong lead for the mentor personal narrative “The Catch.” Tell what kind of lead you used.
Regular Past Tense Verbs

A. Directions: Read each present tense verb in the left column. Write the past tense form of the verb in the right column.

<table>
<thead>
<tr>
<th>Present Tense Verb</th>
<th>Past Tense Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>joke</td>
<td></td>
</tr>
<tr>
<td>cover</td>
<td></td>
</tr>
<tr>
<td>skip</td>
<td></td>
</tr>
<tr>
<td>kick</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>rob</td>
<td></td>
</tr>
<tr>
<td>charge</td>
<td></td>
</tr>
<tr>
<td>yawn</td>
<td></td>
</tr>
</tbody>
</table>

B. Directions: Choose three past tense verbs from the chart above, and use them in sentences.

1. 
   
2. 
   
3. 
   
Irregular Past Tense Verbs

A. Directions: Read each irregular past tense verb in the left column. Write the present tense form of the verb in the right column. Use a dictionary if you need help.

<table>
<thead>
<tr>
<th>Past Tense Verb</th>
<th>Present Tense Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>fed</td>
<td></td>
</tr>
<tr>
<td>fought</td>
<td></td>
</tr>
<tr>
<td>frozen</td>
<td></td>
</tr>
<tr>
<td>built</td>
<td></td>
</tr>
<tr>
<td>began</td>
<td></td>
</tr>
<tr>
<td>chose</td>
<td></td>
</tr>
<tr>
<td>blew</td>
<td></td>
</tr>
</tbody>
</table>

B. Directions: Choose three past tense verbs from the chart above, and use them in sentences.

1. ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
Subject Pronouns

A. Directions: Read the sentences. Complete each sentence by adding a subject pronoun from the pronoun box.

| Subject Pronouns | it | he | she | they | we |

1. I asked Billy about baseball practice. _____ didn’t know what time it began.
2. Jack and Lisa built a solar system for our class. _____ showed it to us during science.
3. Tom mowed the lawn for my mom and me. _____ paid him ten dollars.
4. Could Nancy be the next class president? _____ would make a good choice.

B. Directions: Read the sentences. For each sentence, add a second sentence with a subject pronoun. Underline each pronoun.

(Example: Michael broke the lamp. He didn’t mean to do it.)

1. Mother said to go outside. ________________________________
2. I took Andre to soccer practice. ________________________________
3. The dog jumped on Marie. ________________________________
4. The twins opened their birthday presents. ________________________________
Object Pronouns

**Directions:** Rewrite each sentence. Replace the underlined word with an object pronoun.

- **Object Pronouns**
  - me
  - her
  - him
  - it
  - them
  - us

1. Mom bought a new movie for **my sister and me**.

2. Do you want to go to the movies with **Tommy and Alan**?

3. Mr. Young went to the store with **Allison**.

4. I enjoyed seeing **Sam and Allie** at the playground.

5. Have you hung **the picture** on the wall?
Using Capital Letters and Periods

Directions: Read each group of words. Rewrite them with capital letters and periods in correct places.

1. it rained all day my teacher said we couldn’t go outside i jumped in puddles on my way home

2. my mom made pie for dessert it was so good I had a second piece before bedtime

3. i keep thinking about food I think of soft bread, sauce, and cheese i must be hungry for pizza

4. we grew a summer garden it had green beans, squash, and tomatoes in it my mom canned the green beans
End Punctuation Marks

A. Directions: Read the sentences. Add the correction punctuation mark to the end of each sentence. Reread the sentences, changing your voice when necessary.

I can’t believe it.

What happened.

I finally made an A on a math test.

I didn’t think that would ever happen.

B. Directions: Read the paragraph. Add the correct punctuation mark at the end of each sentence.

Jane is a wonderful dancer. Can you believe she’s only five years old? Are you kidding me?
Dear Family Members,

Our class is about to begin a Writer’s Workshop unit on Personal Narratives. A personal narrative is a story about an actual incident in the writer’s life told in the first-person point of view. During this unit, we will read and analyze many published personal narratives, and your child will have the opportunity to brainstorm, draft, revise and edit, and publish his or her own personal narrative.

This is always an exciting unit in which children get to explore their own past and learn how writers draw on their own rich experiences. You may wish to spend some time looking at old photographs and childhood objects to help your child remember events they could write about.

You can also ask your child questions at home to stay in touch with their progress. For example:

• Have you brainstormed ideas yet? Would you like to share your ideas with me?
• How is your personal narrative coming along? What have you written so far?
• What part of writing do you enjoy most?
• What part of writing is hardest for you?
• Are there any other childhood stories you would like to write about?

Thanks in advance for supporting your child’s writing experiences. I look forward to sharing their work with you!

Sincerely,
**Personal Narratives Unit Class Status Sheet**

**Directions:** At the end of each day’s Writer’s Workshop, document where each student is in the writing process. Use this information to help you identify students who may need support to progress.

**Key:**
- B = Brainstorming
- N = Narrowing the Idea
- O = Organizing
- D = Drafting
- RV = Revising
- E = Editing
- FD = Final Draft
- TC = Teacher Conference
- PC = Peer Conference
- GC = Group Conference
- SR = Self-Reflection

<table>
<thead>
<tr>
<th>Students</th>
<th>Month: _____ Dates ___ to ___</th>
<th>Month: _____ Dates ___ to ___</th>
<th>Month: _____ Dates ___ to ___</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M    T    W    Th    F    M    T    W    Th    F    M    T    W    Th    F</td>
<td>M    T    W    Th    F    M    T    W    Th    F    M    T    W    Th    F</td>
<td>M    T    W    Th    F    M    T    W    Th    F</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Personal Narratives Checklist**

Name_____________________________________________________ Date ____________

Title ______________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My narrative has a strong lead.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. My narrative focuses on one part of my life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I included actual events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I wrote my narrative in the order that it happened.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My narrative uses sequence words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I included specific details about time, place, and people involved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I included my own thoughts and feelings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My narrative has an ending.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I made a connection to my audience through my voice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I chose the best words to describe my thoughts and feeling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I looked for and revised . . .

- incomplete sentences |     |    |          |
- capitalization |     |    |          |
- punctuation (I used commas when combining sentences.) |     |    |          |
- spelling |     |    |          |
- subject/verb agreement |     |    |          |

I included . . .

- sentences that started differently |     |    |          |
- past tense verbs |     |    |          |
- personal pronouns |     |    |          |

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Directions: Use the rubric to evaluate your students’ completed personal narratives. To receive an exemplary score (4), the student’s work should reflect the criteria described below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Planning and Implementation</th>
<th>Evidence of Genre Characteristics</th>
<th>Grammar, Usage, and Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The writer’s ideas are clear, well-organized, and well-developed.</td>
<td>The personal narrative . . .</td>
<td>The personal narrative includes . . .</td>
</tr>
<tr>
<td>____4</td>
<td>The personal narrative . . .</td>
<td>____4</td>
<td>____4</td>
</tr>
<tr>
<td>____3</td>
<td>• is logically sequenced.</td>
<td>• focuses on one particular incident in the author’s life.</td>
<td>• complete sentences</td>
</tr>
<tr>
<td>____2</td>
<td>• contains sequence words such as first, later, next, and finally.</td>
<td>• includes specific details about the time, place, and people involved.</td>
<td>• sentences that start with different words</td>
</tr>
<tr>
<td>____1</td>
<td>• begins with a strong lead that grabs the readers’ attention, such as something unexpected, a quote, dialogue, or a question.</td>
<td>• includes the author’s thoughts and feelings.</td>
<td>• subject/verb agreement.</td>
</tr>
<tr>
<td></td>
<td>• contains descriptive words that accurately describe the author’s feelings and emotions.</td>
<td>• includes actual events.</td>
<td>• personal pronouns.</td>
</tr>
<tr>
<td></td>
<td>• has an ending.</td>
<td>• makes a connection to the reader through the author’s voice.</td>
<td>• past tense verbs.</td>
</tr>
<tr>
<td></td>
<td>• makes a connection to the reader through the author’s voice.</td>
<td>Comments:</td>
<td>• correct punctuation.</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td>Comments:</td>
<td>• correct capitalization.</td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
<td>Comments:</td>
<td>• correct spelling.</td>
</tr>
</tbody>
</table>
Personal Narratives
Student Self-Reflection Sheet

Name ____________________________________________ Date _________________

Title of Personal Narrative _______________________________________________

Date Completed ___________________________________________

1. Why did you write about this part of your life?
   ________________________________________________________________
   ________________________________________________________________

2. What did you learn about yourself?
   ________________________________________________________________
   ________________________________________________________________

3. What did you learn how to do as a writer? Think about the mini-lessons taught with this genre.
   ________________________________________________________________
   ________________________________________________________________

4. If you had to write another personal narrative, what would you do differently? For example, would you pick a different event, organize more, use different words, work harder on voice, change sentences, write a stronger lead or ending?
   ________________________________________________________________
   ________________________________________________________________

5. What was easy about writing your personal narrative?
   ________________________________________________________________
   ________________________________________________________________

6. What was hard about writing your personal narrative?
   ________________________________________________________________
   ________________________________________________________________