Grade 3   Theme 1
Writing Title: Personal Narrative

Performance Standard W1.1 The student writes about a topic.
GLES: [3] 1.1.2 Writing a paragraph on a single topic with two or more supporting details. (AK)
1.1.3 Writing a story or composition with a beginning, middle, end. (L)
1.1.5 Developing strategies to plan for writing. (webbing, drawing, lists)

Performance Standard W1.2 The student writes for a specific audience, including self, other children, parents, and other adults.
GLES: [3] 1.2.6 Determine appropriateness of information for a research topic. (ASD)

Performance Standard W1.3 The student writes and edits conventions in Standard English.
GLES: [3] 1.3.3 Noticing mistakes in punctuation at end of sentences and capitalization
(i.e., beginning of sentences and proper nouns)

Performance Standard W1.4 The student revises writing.
GLES: [3] 1.4.1 Rearranging and/or adding supporting details to improve clarity.

Purpose:
Connect HM Theme 1 Reading Writing Workshop Report Writing with HM Theme 1 nonfiction/fictional literature
Focus on the genre of a personal narrative.
Identify characteristics of a personal narrative.
Develop a personal narrative with a beginning, middle, and end.
Write a one-paragraph narrative on a single topic.
Write a paragraph that stays on topic with accurate details.
Focus on traits of voice and sentence fluency.
Connect HM realistic literature in Theme 1 and Reading Writing Workshop Personal Narrative.

Resources/materials:
HM Theme 1 Teacher's Edition-Reading Writing Workshop: 49S-51H
HM Student Anthology pages 19-43
Class copies of the 5 W's (see Attachment 1)
Transparencies RWW1-3, RWW1-4, RWW1-5
Class copies of Practice Book page 26
Different texts of personal narratives and realistic fiction
Instructional posters from Santa Bonita School District (see Attachment 2-6)
Class copies of assessment rubrics (see Attachment 2, 9, 10)
Leveled Readers for Theme 1
Connection to Houghton Mifflin Literature
Teacher Read Aloud pages 15A-15B
Student anthologies: Cliff Hanger pg. 11A-49R; The Ballad of Mulan pg. 51 I-89R; The Lost and Found pg. 89S-121R; Radio Rescue pg.123-130; Sybil Ludington’s Midnight Ride pg. 130B-135; Lost Shoes pg. 50-51

Step One - mini lessons to precede writing:
Day one
Ask students “Have you ever written a story about yourself? Well, when you do that, you are writing a personal narrative.” They can answer by putting thumbs up for yes, thumbs down for no or thumbs in the middle if they are unsure. Display HM transparency RWW1-1. Read what makes a great personal narrative. Discuss each point on the transparency. Have students come up with a list of books or stories they have read or experiences they have written about. Create a chart with personal narratives.

As a class or independently, students read the personal narrative, Lost Shoes written by Nina M. pg. 50-51, in student anthologies. When done ask, “How does the beginning make you want to find out what the personal narrative is about? Who is the I of this personal narrative? What details does the author give to make the personal narrative funny? What is the topic of the personal narrative? In what ways does the author show that she is keeping to this topic?” Discuss and answer questions on page 51. (Questions pulled from HM T.E. pg. 51)

Go over the qualities of a great personal narrative. Use “Personal Narrative: When you write....” (Attachment 5)

Have students glue this down in the back of their writing notebook. Remind students that this poster is on our focus wall.

Using HM transparency RWW 1-2, and the story Lost Shoes, the class will help fill out the chart answering Who? Where? When? What? Remind students to arrange the events and details in time order.

End the lesson by having students work with their eye partner to restate what is a personal narrative.

Step 2 – mini lessons for writing:
Day 2
Gather students and remind them we want to focus on our voice during this piece of writing. Explain voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming through the words.

Now give students a list of voices they will hear during the story and ask them to identify each one as you read a given passage aloud from the book Desert Voice by Byrd Baylor. Discuss what the author did well.

Give each student a copy of the voice rubric (Attachment 9) to glue down in their writer’s notebook. They can refer back to it during their writing.

Prewrite –
Review the steps of a great Personal Narrative (attachment 5)

Discuss with students that they will be writing their own personal narrative about some experience they have had. Students should have prior knowledge about this since they have been reading stories from the theme Off to Adventure.
Show students attachment 6 (Choosing a Topic).

Sample writing suggestions: What is the greatest adventure you've ever been on? What are three interesting things that have happened to you lately?

Have students answer the questions in their writing notebook. When done, they can share with their shoulder partner their answers. Partners can discuss which would be the best topic for their writing.

Students then will make their final decision about their topic.

Next discuss brainstorming and organizing a personal narrative. Tell students a good personal narrative tells events and details about each event.

Go over the following tips.
Tell who is in the personal narrative.
Tell what happened.
Tell where these events happened.
Tell when these events happened.
Emphasize the importance of telling events in time order.

Now it is time to model brainstorming and organizing using the chart on attachment 1. Distribute copies of attachment 1 (5 W’s chart) to students to use. Tell them to arrange the events and details in time order. Use attachment 7 to help the organizing and planning. Students will fill out the 5 W’s chart with the topic they decided on.

Review lesson with students.

Day 3
Draft
Review with students the things to remember when writing a personal narrative (Attachment 5).

Hand out assessment rubric (Attachment 2). Go over expectations and answer any questions that come up.

Explain that a good beginning gets the reader’s attention and makes them want to read on. Discuss different beginnings. It could: ask a question, describe a feeling or a vivid scene, show action, present a problem or mystery, use dialogue, throw the reader into the middle of an interesting situation. Display transparency RWW 1-3. Discuss the different good beginnings. Give students time to draft two different beginnings for their personal narrative modeling the examples on the transparency.

Next, have students share with their eye partner their beginnings. Partner can discuss which one they like the best.

Share transparency RWW 1-4, Keeping to the topic. Explain that good writers include details the keep to the main topic. They delete details that stray from the topic. Model evaluating sentences 1-5. Ask if the sentences keep to the topic? Cross out sentences that don’t keep to the topic. Finally have the students work in their seating groups to complete sentences 6-20.
Now students will help the teacher write a rough draft using the 5 W's (Attachment 1) chart from yesterday as a model, starting with a good beginning.

Finally let students draft their narrative using their 5 W's chart. They should be thinking about a good beginning and staying on topic.

Day 4
Revise/Proofreading
Start off by reading *Out of the Ocean* by Debra Frasier.

Remind students that Sentence Fluency is the readability of the paper. The sentences should flow smoothly from one to the next. The writing should sound natural, the way someone might talk. The sentences should have different beginnings, lengths, and structures. The paper should be written in complete sentences, not fragments. Any fragments that are used should add to the quality of the message. Also, the paper should not be one long sentence containing no punctuation. (Retrieved from kimskorner4teachertalk.com)

Discuss what types of sentences the author used. What was an example of a simple sentence? Give an example of a complex sentence.

Give each student a copy of the sentence fluency rubric (Attachment 10) to glue down in their writer's notebook. They can refer back to it during their writing.

Have students use HM practice book pg. 26 to help them evaluate their writing.

They should also review the assessment rubric (Attachment 2). Students can also look at How Did I Do? (Attachment 10).

After revising their own papers they need to have a peer edit it. While peers are proofreading the writing they should correct capitalization, punctuation, spelling and usage.

Now they are ready to rewrite their personal narrative, fixing any mistakes that they came across.

Finally they are ready to conference with teacher.

Day 5
Final draft
Students will publish a final draft of their personal narrative. They may handwrite it out or type it on the computer. Students will also illustrate a picture to go with their writing piece. These will be glued down on a large white paper cut out in the shape of a tee shirt.

Publish
Students will share their final project with their reading buddies. The personal narratives will be displayed in the hall hanging on a clothes line. There will be a sign that reads “It was a T-riffic summer”.
Assessment:
Grade personal narrative piece using Attachment 2.
Effort grades for writing can be taken.
An optional handwriting grade may also be given.

Reference for teacher:
Hoyt, L. (2000), Snapshots: Literacy Mini lessons up Close. Reed Elsevier Inc.

Trade Books/Mentor Texts:
Attachment 1

Name ____________________________ Date ________________

Five W's Chart
Fill in each row with details that answer the question.

<table>
<thead>
<tr>
<th>What happened?</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Who was there?</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Why did it happen?</th>
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Personal Narrative Rubric

Name: _________________________

Voice:

_____ 5-6 The writer chose words and phrases that express his or her personality.
_____ 4 The writer’s thoughts and feelings sometimes do not come through clearly.
_____ 3 The writer's thoughts and feelings often do not come through clearly.
_____ 1-2 The writer sounds uninteresting in the experience.

Sentence Fluency:

_____ 5-6 The writing flows well. Sentence length and structure vary.
_____ 4 The paper would benefit from greater sentence strength.
_____ 3 Many sentences may be short and choppy.
_____ 1-2 Almost all sentences may be short and choppy.

Conventions:

_____ 5-6 There are almost no errors in capitalization, grammar, spelling, or usage.
_____ 4 There are a few errors, but do not affect understanding.
_____ 3 Mistakes sometimes make the instructions hard to understand.
_____ 1-2 Many mistakes make the paper hard to understand.

Total 18 points

_____ 15-18 Above standard/Outstanding
_____ 10-12 Meets standard/Satisfactory
_____ 9 and below Does not meet standard/Need to Improve
Attachment 3    Student Rubric for Voice

A six traits classroom resource: Voice Post-IT Response & Revision Notes
This sheet was designed to be run through the feed tray of a printer. Once printed, store-bought Post-ITs can be affixed over the squares below, the sheet can be run through a second time, and the printing will appear right on the Post-ITs. Detailed instructions for doing this can be found at WritingFix on the Post-IT page. You can also Xerox this sheet on colored paper, cut the six squares out, and staple them to your students’ papers.

Voice:
Rank each skill from 1 (low) to 5 (high) in the following:

___ I really tried to show passion about my topic.
___ If read aloud, it sounds like something I might really say.
___ I did things in my writing to help my audience understand.
___ I captured a tone or mood with my words.
___ Any use of humor or sarcasm is appropriate for this assignment.

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Free 6-Trait resources come from WritingFix!
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## Student Rubric for Sentence Fluency

A new six traits classroom resource: Sentence Fluency Post-IT Revision Notes

This sheet was designed to be run through the feed tray of a printer. Once printed, store-bought Post-Its can be affixed over the squares below, the sheet can be run through a second time, and the printing will appear right on the Post-Its. Detailed instructions for doing this can be found at WritingFix on the Post-IT page. You can also Xerox this sheet on colored paper, cut the six squares out, and staple them to your students' papers.

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Personal Narrative

When you write a personal narrative, remember to:

- use “I”
- grab your reader’s attention at the beginning
- include only the important events
- tell the events in order
- use details and keep to the topic
- include dialogue when appropriate
- write in your own voice
- end in a way that finishes the story
Personal Narrative

Choosing a Topic

✓ Write a title that captures something important about your personal narrative.

✓ Imagine your idea is to be turned into a video. Write a quick summary of your idea that would appear on the video box.

✓ Make a cartoon-style summary of your idea to a movie producer. How would you describe your idea?
Personal Narrative

Organizing and Planning

✓ Begin by capturing the reader's attention in an unusual way. Surprise the reader:
  • ask a question
  • make a vivid description
  • pose a tantalizing problem

✓ Stay focused on your topic. Include only those details that enrich the narrative or that the reader needs to understand the narrative.

✓ Don't assume that the reader knows what you know. Make sure you identify who and what the personal narrative is about and where and when it takes place.
Personal Narrative

Writing a Good Beginning

A good beginning may:

✓ ask a question
✓ describe a feeling of a vivid scene
✓ show action
✓ present a problem or mystery
✓ use dialogue
✓ throw the reader into the middle of an interesting situation
Personal Narrative

Keeping to the Topic

In a successful personal narrative, every sentence either:

✓ provides information about what happened, or

✓ enriches the narrative by:
  - making it funny
  - making it more interesting
  - making it more meaningful
How Did I Do?

Writing genre: Personal Narrative

1. Does your personal narrative have a good beginning?

2. Did you keep to the topic?

3. Did you tell about the events in the story in a sequence that makes sense?

4. Did you use possessive nouns correctly?

5. Does the middle of your story have enough details to make it interesting?

6. Does the ending make sense?

7. Did you use complete sentences in your personal narrative?

8. What do you like best about your personal narrative?

9. What do you want to improve the next time you write a personal narrative?