

Personal Narrative

A true story about yourself

A type of writing that is primarily concerned with relating an event or sequence of events. A personal narrative is written in the first-person about the author's life. The topic can range in complexity from a story that is simple and entertaining to a story that is complex and riveting.

Vocabulary Words

adjective	figurative language	physical description	show-not-tell
audience	interior monologue	point of view	situation
conclusion	mood	reflective close	time and pacing
dialogue	personal narrative	revision	tone
editing	personification	sensory details	transitions
engages the reader			

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

Common Core Standards

W.5.3 (a-e)	SL.5.1(a-d)	L.5.1
W.5.4		L.5.2(d,e)
W.5.5		L.5.5(a)
W.5.6		
W.5.8		
W.5.10		

Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
Lesson 1	<ul style="list-style-type: none"> ➤ Understand the narrative genre ➤ Choose an event/situation for a narrative <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.4, W.5.5, W.5.10, SL.5.1 	<ul style="list-style-type: none"> ✓ Post Genre Chart ✓ Picture Book
Lesson 2	<ul style="list-style-type: none"> ➤ Understand multiple points of view ➤ Understand that your personal narrative will be written in first-person <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, SL.5.1 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Identifying Point of View”
Lesson 3	<ul style="list-style-type: none"> ➤ Identify the intended audience for a narrative <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5., W.5.8, W.5.10, SL.5.1, L.5.1, L.5.2 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Audience Awareness”
Lesson 4	<ul style="list-style-type: none"> ➤ Establish the mood and tone <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, SL.5.1, L.5.5 	No Special Prep.
Lesson 5	<ul style="list-style-type: none"> ➤ Organize events to show control over time and pacing <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, L.5.1, L.5.2 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Personal Narrative Outline”
Lesson 6	<ul style="list-style-type: none"> ➤ Write an engaging introduction <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2 	No Special Prep.
Lesson 7	<ul style="list-style-type: none"> ➤ Compose a rough draft using an outline as a guide <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2 	No Special Prep.
Lesson 8	<ul style="list-style-type: none"> ➤ Write a reflective close <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.10, L.5.1, L.5.2 	No Special Prep.
Lesson 9	<ul style="list-style-type: none"> ➤ Develop details of events with description and action ➤ Use vivid verbs and sensory details <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2 	No Special Prep.
Lesson 10	<ul style="list-style-type: none"> ➤ Develop characters with physical description and dialogue <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2 	No Special Prep.
Lesson 11	<ul style="list-style-type: none"> ➤ Use figurative language effectively <p>CCSS</p> <ul style="list-style-type: none"> ➤ W.5.3, W.5.5, W.5.8, W.5.10, L.5.1, L.5.2, L.5.5 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Personification Practice”

Lesson 12	<ul style="list-style-type: none"> ➤ Use transitions effectively ➤ Vary sentence beginnings CCSS <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.10, L.5.1, L.5.2, L.5.5 	No Special Prep.
Lesson 13	<ul style="list-style-type: none"> ➤ Revise narratives using the rubric CCSS <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, L.5.1, L.5.2, L.5.5 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Revision: Personal Narrative”
Lesson 14	<ul style="list-style-type: none"> ➤ Apply edits effectively CCSS <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, L.5.1, L.5.2, L.5.5 	<ul style="list-style-type: none"> ✓ Copies: <ul style="list-style-type: none"> ○ “Editing Checklist”
Assessment	<ul style="list-style-type: none"> ➤ Write a personal narrative that includes all elements from the Personal Narrative Genre Chart CCSS <ul style="list-style-type: none"> ➤ W.5.3, W.5.4, W.5.5, W.5.6, W.5.8, W.5.10, L.5.1, L.5.2, L.5.5 	<ul style="list-style-type: none"> ✓ Reserve computer lab (optional)

Common Core State Standards Used:

- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfold naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4 Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 14.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10 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.
- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- a. 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.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language, including similes and metaphors, in context.

Personal Narrative

Lesson 1

Objectives

- Understand the narrative genre
- Choose an event/situation

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Personal Narrative Brainstorming”

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Introduce It

1. Introduce Personal Narrative.
 - a. On the first page of the Source Book, write “Types of Writing.” Have students write the definition for personal narrative. **Personal Narrative:** *A true story about yourself.*
2. Introduce the Genre Charts and Six Traits Charts.
 - a. Genre Chart: Explain to the students that each bullet represents one part of the whole narrative. By the time they finish their narrative, it will include every part. *Emphasize to students: We will only focus on one bullet at a time! In this lesson, we will focus on **establishing the situation** with one clear topic.*
 - b. Rubric: Give each student a copy of the rubric. Discuss the expectations. Again, remind students that we will focus on one bullet at a time.
 - c. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review with them what each color represents and why it is important. Remind them that the Six Traits Charts provide a checklist of all they have learned through the year. Ask students to find “situation” on the Six Traits Charts. Ask students why it is on the **Idea** chart. Possible answer: *Situation deals with the development of ideas in the essay.*

Teach It

3. In their Source Books, under the **Idea** tab, have students write the definition of situation. **Situation:** *The event on which your paper will focus.* Review one clear topic with students. This is something they should be experts at by now! Emphasize to students that the situation doesn’t have to be grand; sometimes the small moments make the best stories!

Model It

4. Read the book *Blackberry Stew* by Isabell Monk. Ask students to identify the topic of the story. Answer: *A girl learning to deal with the death of her grandfather.*
5. Model brainstorming. Consider events/situations that bring out strong emotions. Possible topics might include:
 - a. A cereal fight with my brother on the first day of fifth grade
 - b. My first haunted house
 - c. The time I succeeded in an event (sports, drama, spelling bee, etc.).For more help with brainstorming see “Personal Narrative Brainstorming”.

Do It

6. Have students make a list of their own; at least five topics.

Share It

7. Have volunteers share their topics out loud. Allow students to add to their list if something jogs their memory. Give them another thirty seconds to add any other ideas.

Model It

8. Choose your best idea from your list. The model paper will focus on: *A cereal fight with my brother on the first day of fifth grade.* Explain why you made that choice: *It is engaging; the topic is narrow enough to stay focused but has plenty of great details.*

Do It

9. Have students choose their favorite topic.

Share It

10. Have students share their final topic with a partner.

Wrap It Up

11. Review lesson objectives to determine the level of student understanding. Reteach as necessary.
12. Check that topics are broad enough to support a full story and narrow enough to stay on topic.
13. If students have not chosen a final topic/situation, assign it as homework.

Teacher Reflection

Personal Narrative Rubric

Genre Chart Personal Narrative	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Attempts to use an engaging strategy	Does not use an engaging strategy
2 Introduces the narrator and situation	Introduces the narrator and situation creatively	Introduces the narrator and situation	Introduces the narrator <i>or</i> the situation	Does not introduce the narrator and situation
3 Organizes events to unfold naturally; manipulates time and pacing	Events unfold naturally; manipulates time and pacing to enhance significant details	Events unfold naturally; manipulates time and pacing	Some events follow a logical sequence; includes some insignificant details	Events do not follow a logical sequence; includes numerous insignificant details
4 Develops details of events with description and action	Creatively develops details of events with description and action	Develops details of events with description and action	Develops details of events with description <i>or</i> action	Introduces events but provides no details
5 Develops characters with physical description and dialogue	Strategies create a detailed visual image and depth to characters	Develops characters with physical description and dialogue	Develops characters using description or dialogue	Introduces characters but does not develop them with details
6 Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood	Strategies create a detailed visual image that set a clear tone and mood	Tone and mood are developed using multiple strategies	Tone and mood are underdeveloped with chosen strategies	Lacks strategies to set tone and mood
7 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
8 Concludes with a reflection	Reflection is insightful	Concludes with a reflection	Has a conclusion but is not reflective	Does not have a conclusion
9 Correct conventions support meaning	No or insignificant errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the story	Frequent errors distract the reader	So many errors it is hard to read

Personal Narrative Brainstorming

- My birthday party
- The big game
- A school field trip
- A camping trip
- Visiting a family member
- A trip to another country
- A trip to another city
- When my baby brother or sister was born
- My first day of 5th grade
- Going to a professional game
- My first concert
- When I moved to _____
- The day I met my best friend
- Learning to _____ (fish, ride a skateboard/snowboard, play soccer, play a musical instrument, etc.)
- A time I lost something really important
- A time I succeeded

Personal Narrative

Lesson 2

Objectives

- Understand multiple points of view
- Understand that your personal narrative will be in first-person

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Identifying Point of View”
- “Identifying Points of View: Answer Key”
- “Point of View Paragraph Examples”

Review It

1. Review personal narrative, one clear topic.

Identify It

Genre chart

2. Point to **Engages the reader** by **introducing the narrator and situation**. *In this lesson, we are going to focus on the narrator’s point of view.*

Six Traits Charts

3. Have students identify “narrator” on the Six Traits Charts. Discuss why it is found on the **Idea** chart. Possible answer: *It helps to clarify and establish who the speaker is, the one telling the story.*

Teach It

4. In their Source Books, under the **Idea** tab, have students write the definition of **Point of view**: *the angle from which the story is told.*
 - a. *First-person: told through the eyes of the narrator. Uses “I, me, my.”*
 - b. *Third-person omniscient: narrator is all knowing and can see into the mind of the characters. Uses “he, she.”*
 - c. *Third-person limited: narrator tells the story from the perspective of one character. Uses “he, she.”*
5. Read the book *Blackberry Stew* by Isabell Monk.
 - a. Have students identify point of view.
Answer: *First-person (Hope).*
6. Give students “Identifying Point of View” handout. Do the first one together. Discuss how they know the first example is not in first-person. Have them finish in groups, share answers.

*Students should already have a pretty good understanding of first-person point of view. If you feel your students need a little more practice with first-person, finish the lesson. If not, move on to the next lesson.

Model It

7. Write a quick paragraph in first-person using this prompt: *On the first day of school....* See “Point of View Paragraph Examples” for a suggestion.
 - a. Model writing your paragraph. Make sure to “think out loud.”
 - b. Now rewrite the same paragraph in third person. Again, make sure you think aloud.

Personal Narrative Genre Chart

- **Engages the reader** by **introducing the narrator and situation**
- **Organizes events to unfold naturally; manipulates time and pacing**
- **Develops details of events with description and action**
- **Develops characters with physical description and dialogue**
- **Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a reflection**

Do It

- 8. Ask students to write a paragraph in the first-person using the same prompt.
- 9. Prompt students to write the same paragraph in third person.

Share It

- 10. Ask students to share their thoughts. *Which point of view was easier to write? Do you find yourself relating to one point of view more than the other?*
- 11. Ask students: *Which point of view will you be writing from for a Personal Narrative?* Answer: *First-person.* A personal narrative needs to establish a connection with the reader; it is a true story about you!

Wrap It Up

- 12. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Identifying Point of View

Point of View: first-person, third-person limited, third-person omniscient

Directions: Read the following passages and determine the point of view. Explain how you were able to identify the point of view.

Alice in Wonderland by Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do; once or twice she had peeped into the book her sister was reading, but it had no pictures or conversation in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?”

Point of view: _____

Which character’s thoughts are revealed? _____

Fahrenheit 451 by Ray Bradbury

The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shining that he felt he had said something quite wonderful. But he knew his mouth had only moved to say hello. “Do you mind if I ask? How long’ve you worked at being a fireman?” the girl asked. “Since I was twenty, ten years ago,” said Montag. They walked farther and the girl said, “Is it true that long ago firemen put fires *out* instead of going to start them?” “No,” Montag replied, “houses have *always* been fireproof, take my word for it,” but the girl knew this was not true.

Point of view: _____

Which character’s thoughts are revealed? _____

Island of the Blue Dolphins by Scott O’Dell

For a place to go in and out, I dug a hole under the fence just wide and deep enough to crawl through. The bottom and sides I lined with stones. On the outside, I covered the hole with a mat woven of brush to shield the rain, and on the inside with a flat rock which I was strong enough to move.

Point of view: _____

Which character’s thoughts are revealed? _____

Identifying Point of View: Answer Key

Point of View: first-person, third-person limited, third-person omniscient

Directions: Read the following passages and determine the point of view. Explain how you were able to identify the point of view.

Alice in Wonderland by Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do; once or twice she had peeped into the book her sister was reading, but it had no pictures or conversation in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?”

Point of view: Third-person limited

Which character’s thoughts are revealed? Only Alice’s thoughts are revealed

Fahrenheit 451 by Ray Bradbury

The girl stopped and looked as if she might pull back in surprise, but instead stood regarding Montag with eyes so dark and shinning that he felt he had said something quite wonderful. But he knew his mouth had only moved to say hello. “Do you mind if I ask? How long’ve you worked at being a fireman?” the girl asked. “Since I was twenty, ten years ago,” said Montag. They walked farther and the girl said, “Is it true that long ago firemen put fires *out* instead of going to start them?” “No,” Montag replied, “houses have *always* been fireproof, take my word for it,” but the girl knew this was not true.

Point of view: Third-person omniscient

Which character’s thoughts are revealed? Montag’s and the girl’s thoughts are revealed.

Island of the Blue Dolphins by Scott O’Dell

For a place to go in and out, I dug a hole under the fence just wide and deep enough to crawl through. The bottom and sides I lined with stones. On the outside, I covered the hole with a mat woven of brush to shed the rain, and on the inside with a flat rock which I was strong enough to move.

Point of view: First-person

Which character’s thoughts are revealed? The thoughts of the narrator, Karana, are revealed.

Point of View Paragraph Examples

First-Person:

On the first day of school, I ran to the bus stop. I was so excited to see all of my friends again. It had been a long summer, and I enjoyed it, but I was ready for something different. I was sure this year would be a great year. I was one year older, a little taller, and a little faster. I was ready to do something exciting, to have a better year than the one before. Today was the start of a new year, the best year.

Third-Person:

On the first day of school he ran to the bust stop. He was so excited to see all of his friends again. It had been a long summer, and he enjoyed it, but was ready for something different. He was sure this year would be a great year. He was one year older, a little taller, and a little faster. He was ready to do something exciting, to have a better year than the one before. Today was the start of a new year, the best year.

SAMPLE

Personal Narrative

Lesson 3

*This lesson is not necessary for Personal Narrative. However, it is a simple way to introduce audience which they will use when writing an expository essay.

Objectives

- Identify the intended audience

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Audience Awareness”
- “Audience Awareness: Answer Key”
- “Audience Awareness Sample Paragraphs”

Review It

1. Review Personal Narrative and point of view. Ask students: *Which point of view will we be using for this assignment? Why?* Possible answer: *First-person, because it is about you!*

Identify It

2. Introduce the lesson objectives.

Genre Chart

3. *Today we are going to focus on audience. It isn't on the Genre Chart, it is something extremely important to have in your mind as you write.* Ask the students: *Why do you think it is important?* Possible answer: *Depending on the audience, the writer may have to change their writing for maximum impact.*

Six Traits Charts

4. Have students identify “audience” on the Six Traits Charts. Discuss why it is found on the **Voice** chart. Possible answers: *a writer will have to adapt their voice in consideration of their audience.*

Teach It

5. In their Source Books, under the **Voice** tab have students write the definition of audience. Audience: *The person or people for whom the writing is intended.* Explain to students: *There are many different factors to consider when thinking about an audience: age, education, profession, etc.* Prompt them to come up with some others. *As we write, we will be aware of the age of the audience.*
6. With the class, complete the “Audience Awareness”.
7. Discuss the importance of word choice when considering the audience.
8. Look at the Picture Book *Blackberry Stew* again. Ask students to identify the audience. Answer: *Older children.* Reason: *The concepts are sophisticated, but the story overall is one that children would enjoy.*

Model It

9. Show your point of view paragraph from the previous lesson to the class. Ask students: *Who is the intended audience?* Answer: *A peer.*
10. Model writing the first-person paragraph for a young child.

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Do It

- 11. Ask students to take out their point of view paragraphs.
- 12. Ask them to write their first-person paragraph for a kindergartner.

Share It

- 13. Ask for volunteers to share their writing. Now that they have practiced writing for different audiences, ask them again, *why is audience awareness important?*
- 14. Emphasize to students: *Our target audience for this paper will be a peer, not a young child. So, we are going to use more sophisticated language and more complex sentences.*

Wrap It Up

- 14. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Audience Awareness

Directions: Read the following passages and determine the intended audience. Explain your reason.

Little House on the Prairie by Laura Ingalls Wilder

Baby Carrie slept in the wagon. Laura and Mary and Jack lay on the shady grass beside it, because now the sunshine was hot. Jack's mouth was open and his red tongue hung out, his eyes blinked sleepily. Ma hummed softly to herself while the iron smoothed all the wrinkles out of the little dress.

Intended audience: _____

How do you know? _____

Blindness by Jose Saramago

Either because he was moved by these words or because he could no longer contain his fury, one of the men got abruptly to his feet, This fellow is to blame for our misfortune, if I had my eyesight now, I'd do him in, he bellowed, while pointing in the direction where he thought the other man to be. He was not all that far off, but his dramatic gesture was comical because his jabbing, accusing finger was pointing at an innocent bedside table.

Intended audience: _____

How do you know? _____

Hop on Pop by Dr. Seuss

Pup in a cup.
Cup on a pup.
Mouse on house.
House on mouse.

Intended audience: _____

How do you know? _____

Audience Awareness: Answer Key

Directions: Read the following passages and determine the intended audience. Explain your reason.

Little House on the Prairie by Laura Ingalls Wilder

Baby Carrie slept in the wagon. Laura and Mary and Jack lay on the shady grass beside it, because now the sunshine was hot. Jack's mouth was open and his red tongue hung out, his eyes blinked sleepily. Ma hummed softly to herself while the iron smoothed all the wrinkles out of the little dress.

Intended audience: Older children

How do you know? Words create a picture but aren't too sophisticated; topic appeals to young people.

Blindness by Jose Saramago

Either because he was moved by these words or because he could no longer contain his fury, one of the men got abruptly to his feet, This fellow is to blame for our misfortune, if I had my eyesight now, I'd do him in, he bellowed, while pointing in the direction where he thought the other man to be. He was not all that far off, but his dramatic gesture was comical because his jabbing, accusing finger was pointing at an innocent bedside table.

Intended audience: Adults

How do you know? Words are sophisticated, and the topic is more complex.

Hop on Pop by Dr. Seuss

Pup in a cup.
Cup on a pup.
Mouse on house.
House on mouse.

Intended audience: Young children

How do you know? The sentences and vocabulary are simple.

Audience Awareness Sample Paragraphs

First-Person: Peer

On the first day of school, I ran to the bus stop. I was so excited to see all of my friends again. It had been a long summer, and I enjoyed it, but I was ready for something different. I was sure this year would be a great year. I was one year older, a little taller, and a little faster. I was ready to do something exciting, to have a better year than the one before. Today was the start of a new year, the best year.

First-Person: Kindergarten

The first day of school, I ran to the bus stop. I was happy to see my friends. Summer was long. It was fun. This year was going to be great. I was one year older. I was taller. I was faster. This year would be the best year.

SAMPLE

Personal Narrative

Lesson 4

Objectives

- Establish the mood and tone

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Review It

1. Ask students: *Why it is important to have your audience in mind as you write?* Possible answer: *Who you are writing to will affect the language you use and what you write about.*

Identify It

Genre Chart

2. Point to **set tone and mood**. *In this lesson, we will focus on mood and tone.*

Six Traits Charts:

3. Have students identify the terms “tone” and “mood” on the Six Traits Charts. Discuss why it is on the **Voice** chart. Possible answers: *Mood and tone help establish the overall feeling of the paper.*

Teach It

4. Ask students: *What does mood mean?* In their Source Books, under the **Voice** tab, have students define **Mood**: *The feeling or atmosphere the writer creates for the reader. How do you feel when reading this story?*
5. Ask students: *What does tone mean?* In their Source Books, under the **Voice** tab, have students define **Tone**: *The attitude of the narrator (the person telling the story). How did the main character feel?*
6. Ask students: *What is the difference? Why are mood and tone important?*
 - a. Difference: *Mood deals with the setting and the overall feeling of a piece, tone focuses on the attitude of the writer using the narrator as a voice. For example, the mood may be ominous or spooky but the tone of the writer may be confident.*
7. Have students identify and discuss the mood and tone of *Blackberry Stew*. If they’re having difficulty, read portions of the book again. Possible answers: *The mood of the story is sad. The narrator’s tone is sad at the beginning and then hopeful or peaceful at the end.* Ask students: *How does it add or detract from the overall effect of the text?* Possible answer: *The mood and tone help the reader feel what the narrator felt.*

Model It

8. Look at your topic and model aloud for students your thought process in establishing “mood” and “tone.” For example: *Topic: A cereal fight with my brother. The mood will be funny. The tone will be frustrated and looking for a fight.*
9. Ask students for their feedback. Do they have any other ideas for your story for “mood” or “tone?”

Do It

10. Have students establish the mood and tone for their topic.

Share It

11. Ask students to share the mood and tone for their topic with a partner. Provide feedback using the rubric.

Wrap It Up

12. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Personal Narrative

Lesson 5

Objectives

- Organize events to show control over time and pacing

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Personal Narrative Outline”
- “Personal Narrative Outline Sample”

Review It

1. Review “tone” and “mood.” Ask students: *Why are tone and mood important?* Possible answer: *Mood and tone help establish the overall feeling of the paper. It helps the reader connect with the writing.*

Identify It

2. Introduce lesson objectives.

Genre Chart

3. Point to **Organizes events to unfold naturally; manipulates time and pacing.** *In this lesson, we are going to map/outline our story.*

Six Traits Charts

4. Have them identify “outline” on the Six Traits Charts. Discuss why it is on the **Organization** chart. Possible answer: *Creating an outline helps put your thoughts in a logical order.*

Teach It

5. Distribute and present “Personal Narrative Outline.” Some things they can fill in right now: topic, tone, mood.
6. In their Source Books, under the **Organization** tab, have students define **Time and pacing**: *The writer speeds up (uses less detail) during the slow parts of a story and slows down (uses lots of detail) during the exciting parts.*
7. Reiterate the point this way (to support ELLs be sure to act this out): *If you were going to tell your parents about your day, you wouldn’t begin with: “I got out of the car, closed the door, and walked one foot in front of the other to the classroom. I reached out with my right hand and turned the door knob to the right. I opened the door and stepped into the room with my left foot first.” Those are boring details. Instead you would speed up through those details to get to the good part: “After you dropped me off I ran to my classroom and discovered that today we were going to discuss organization!! YAY!”*
8. Read *Blackberry Stew* out loud. With students, identify the parts of the story where the author manipulated time and pacing. Ask students: *How do you know the author sped up? Why did they slow down at this part?* Possible answers: *Page 11 ends with everyone ready to pick blackberries. Page 13 says, “I ran over to the blackberry bushes.” It speeds up through the part about going through the house and out the front door. There aren’t any details about the location of the bushes either. Those details aren’t important. Page 13 slows down and gives us lots of details about picking berries.*

Personal Narrative Genre Chart

- **Engages the reader** by introducing the narrator and situation
- **Organizes events to unfold naturally; manipulates time and pacing**
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Model It

- 9. Model your thought process as you fill out the outline. What events are the most important? What actions are minor details? See the sample outline for a suggestion.

Do It

- 10. Have students outline their plot structure. Provide feedback as needed.

Share It

- 11. Have students share their outlines with a partner. Partners provide feedback using the rubric.

Wrap It Up

- 12. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Personal Narrative Outline

Name: _____

Date: _____

What is the topic of your narrative? _____

Describe the tone and mood: _____

Introduction

How are you going to engage the reader: _____

Establish the situation: _____

Body Paragraph 1

What happened first: _____

Body Paragraph 2

What happened second: _____

Body Paragraph 3

What happened third: _____

Body Paragraph 4

What happened fourth: _____

Conclusion

Using the reflective close describe what you learned, how you were changed, what you would do differently: _____

SAMPLE

Personal Narrative Outline Sample

Name: _____

Date: _____

What is the topic of your narrative? A cereal fight with my brother on the first day of fifth grade

Describe the tone and mood: The mood is funny. The tone is frustrated and looking for a fight.

Introduction

How you are going to engage the reader: _____

Establish the situation: _____

Body Paragraph 1

What happened first: Getting our breakfast

Body Paragraph 2

What happened second: Our cereal fight

Body Paragraph 3

What happened third: My mom coming into the room

Conclusion

Using the reflective close describe what you learned, how you were changed, what you would do

differently: _____

Personal Narrative

Lesson 6

Objectives

- Write an engaging introduction

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Engaging the Reader Sample Paragraphs”
- “Personal Narrative Outline Sample”

Review It

1. Review “tone,” “audience,” “time and pacing.”
2. Ask students to take out their outlines. Show your outline to the class. Model for students your thought process now that you have had some time to think about the story. *Would you like to change the order? Is there something else that you would like to add?* This is important; you are modeling continual revision for students.
3. Now that they have had more time to think about the details of their event, prompt students to revise their outline.

Identify It

4. Introduce lesson objectives.

Genre Chart

5. Point to **Engages the reader** by **introducing the narrator and situation**. *In this lesson, we will focus on writing our introductions with an engaging strategy.*

Six Traits Charts

6. Have them identify “engages the reader,” “situation” and “narrator” on the Six Traits Charts. Discuss why engages the reader is on the **Organization** chart. Possible answer: *It is part of the introduction.* Discuss why situation and narrator are on the **Idea** chart. Possible answer: *They involve developing the details of the story.*

Teach It

7. In their Source Books, under the **Organization** tab, title a page “Engages the Reader.”
8. Have students define **Engages the reader**: *A strategy used in the first paragraph that grabs the readers’ attention and keeps them reading.* There are many different types of engaging strategies. Refer to “Engaging the Reader Strategies” in the Resource section.
9. As a class, choose three strategies that would work well for Personal Narrative. Action, dialogue, onomatopoeia, and description are possibilities.
10. Read the beginning of *Blackberry Stew* by Isabell Monk. *What strategy does the book use?* Answer: *Shocking statement.* Ask students: *Was it effective? How did the book introduce the narrator and establish the situation?* Answer: *Immediately we know the narrator is in the first-person, the second line says “I.” We know that there has been a death in the family and that it is minutes before the funeral.* Ask students: *How did the book move onto the rest of the story?* Possible answer: *With description.*

Personal Narrative Genre Chart

- **Engages the reader** by **introducing the narrator and situation**
- **Organizes events to unfold naturally; manipulates time and pacing**
- **Develops details of events with description and action**
- **Develops characters with physical description and dialogue**
- **Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a reflection**

Model It

11. Refer back to the outline, *what should your introduction include?* Answer: *Engaging strategy, introduce narrator, establish the situation, transition into the story.*
12. Model writing an introduction for each of the three strategies. Don't worry if it is difficult. Students need to see that the first draft is just a first draft. Read each strategy aloud to the class. *Which strategy was most effective and why? Did you effectively introduce the narrator (you) and the situation? Did you provide a smooth transition into the rest of the story?* Ask them to provide feedback using the rubric. Refer to "Engaging the Reader Sample Paragraphs" for ideas. The sample paragraphs: engage the reader, establish the narrator (a girl), and establish the situation (a cereal fight on the first day of school).
13. Ask students to score your engaging introduction using the rubric. Ask them to provide a reason for their score and suggestions for improvement.

Do It

14. Have students write an introduction using each of the three strategies. Emphasize to students: *It won't be perfect; it might not even be pretty. The goal of a first draft is just to get something on paper.*

Share It

15. Have students share their rough drafts in triads. Provide feedback using the rubric.

Wrap It Up

16. Ask students to select the introduction they will use for their paper.
17. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

Engaging the Reader Sample Paragraphs

List

Engaging Strategy

Introduces Narrator

New outfit. Check! Favorite cereal for breakfast. Check! Crabby brother. Check! Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Dialogue

Engaging Strategy

Introduces Narrator

“What are you looking at?” Saul snarled at me.

“Someone woke up on the wrong side of the bed this morning!” I chirped happily.

Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Action

Introduces Narrator

Engaging Strategy

I raced down the stairs, excited for school. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Personal Narrative
Lesson 6

Shocking Statement

Engaging Strategy

Introduces Narrator

Today I went to school covered in Fruity Pebbles, the deliciously colorful cereal made entirely of sugar. It was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother, Saul. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Onomatopoeia

Engaging Strategy

Introduces Narrator

Thump! Thump! Thump! I ran down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Question

Engaging Strategy

Introduces Narrator

Don't you just love the first day of school? Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

Establishes Situation

Personal Narrative Outline Sample

Name: _____

Date: _____

What is the topic of your narrative? A cereal fight with my brother on the first day of fifth grade

Describe the tone and mood: The mood is funny. The tone is frustrated and looking for a fight.

Introduction

How you are going to engage the reader: With an onomatopoeia

Establish the situation: Letting the reader know it is the first day of fifth grade and there is some tension building between my brother and me

Body Paragraph 1

What happened first: Getting our breakfast

Body Paragraph 2

What happened second: Our cereal fight

Body Paragraph 3

What happened third: My mom coming into the room

Conclusion

Using the reflective close describe what you learned, how you were changed, what you would do differently: _____

Personal Narrative Lesson 7

Objectives

- Compose a rough draft using an outline as a guide

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric

Review It

1. Review “engaging the reader.”
2. Ask students to take out their introductions. Display your introduction and model your thought process now that you have had some time to think about the story. *Should I change the intro? Is this one still my favorite?* This is important; you are modeling continual revision for the students.
3. *Now that you have had some time to think more about your introduction, would you like to change anything?* Prompt students to revise their introduction.

Do It

4. Have students look over their outline again. *Today’s goal is to get all your thoughts out on paper. It doesn’t have to be perfect, we will revise later.*
5. Have students write the entire rough draft. Let students know that you are available for conferencing if they get stuck. Make sure that you are not giving students answers, but asking them questions to help them think through their thoughts. This is a good time to help struggling students.

Wrap It Up

6. Review the lesson objective and provide a plan for students who did not complete the draft.

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Teacher Reflection

Personal Narrative

Lesson 8

Objectives

- Write a reflective close

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Personal Narrative Outline Sample”
- “Sample Rough Draft”

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Review It

1. Review engaging introduction.
2. Have students take out their rough drafts. Ask: *What should your introduction include?* Answer: *Engaging strategy, introduce narrator, and establish the situation.*

Identify It

Genre Chart

3. Introduce lesson objectives. Point to **Concludes with a reflection**. In this lesson, we will write our reflective close.

Six Traits Charts

4. Have students identify “conclusion” and “reflection” on the Six Traits Charts. Discuss why Conclusion is on the **Organization** chart. Possible answer: *It appears at the end of the paper.*

Teach It

5. In their Source Books, under the **Organization** tab, title a page “Conclusions.” Have students define **Conclusion**: *the last part that brings closure to a written piece.*
6. There are many different types of conclusions. Refer to “Conclusions” in the Resource section for a quick review. For Personal Narrative, everyone will use a reflective close.
7. In their Source Book, under “Conclusions” have students define **Reflective close**: *Looks back at the experience and determines its importance. It is insightful and shows what the narrator learned, how the experience changed the narrator, or how the narrator feels now.*
8. Read the end of *Blackberry Stew* by Isabell Monk. Ask students: *What type of conclusion did the story use?* Answer: *Reflection.* Ask students: *How do you know?* Answer: *She has learned how to accept her Grandpa’s passing and that he is still a part of their lives.*

Model It

9. Show your outline to the class. Look at the conclusion section. Ask yourself: *What did I learn? How did I change? How do I feel?* Make notes of your thoughts.
10. Model writing a reflective close. Ask for feedback using the rubric. Refer to “Sample Rough Draft” for an example. Make sure you model your thought process aloud.

Do It

11. Ask students to take out their outline. Have them ask themselves the same questions: *What did I learn? How did I change? How do I feel now?*
12. Have students write a reflective close for their introduction.

Share It

13. Have students share their conclusions with the class. Provide feedback using the rubric.

Wrap It Up

14. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Personal Narrative Outline Sample

Name: _____

Date: _____

What is the topic of your narrative? A cereal fight with my brother on the first day of fifth grade

Describe the tone and mood: The mood is funny. The tone is frustrated and looking for a fight.

Introduction

How you are going to engage the reader: With an onomatopoeia

Establish the situation: Letting the reader know it is the first day of fifth grade and there is some tension building between my brother and me

Body Paragraph 1

What happened first: Getting our breakfast

Body Paragraph 2

What happened second: Our cereal fight

Body Paragraph 3

What happened third: My mom coming into the room

Conclusion

Using the reflective close describe what you learned, how you were changed, what you would do differently: I learned that my mom is more creative than I thought she was and that some fights with my brother, even if they spoil my outfit, are worth it.

Sample Rough Draft

Thump! Thump! Thump! I ran down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I looked in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. I loved the first day of school! I could hear Saul's footsteps on the stairs behind me. They were the sounds of a man slowly walking toward his death. As he sat down to the table for breakfast, he looked at me and asked what I was looking at. I poured my cereal, handed him the box, and told him he must have woken up on the wrong side of the bed. Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

Saul interrupted my thoughts by telling me to wipe the smile off my face. I thought about ignoring him, but the older sister part of me couldn't let it go. I told him to make me. He picked up his spoon, filled with cereal, and slowly pulled back his arm and paused. We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and SPLAT! I could feel cereal fall from my face all over my new outfit. The fight was on!

Saul got up and ran from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. Again, we paused. I thought about my new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and threw my bowl at my brother's head. I have terrible aim; it his chest. Cereal was everywhere. We were about to tear one another's hair out when we heard a voice behind us.

Personal Narrative
Lesson 8

My mom came into the room and wanted to know what was going on. It is when she is quiet and calm that I get the really nervous. Before we could say a word she told us to clean up our mess and go sit at the table. Quickly, we cleaned up all the cereal, wiped up the milk, and sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to run up the stairs when mom stopped us and asked us where we were going. We told her we were going to change our clothes. She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.” Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

Personal Narrative

Lesson 9

Objectives

- Develop details of events with description and action
- Use vivid verbs and sensory details to develop characters and events

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Sample Rough Draft”

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Review It

1. Everyone must have a rough draft for today.
2. Review the Genre Chart, what have they learned so far?

Identify It

3. Introduce lesson objectives.

Genre Chart

4. Point to **Develops details of events with description and action** and **Uses vivid verbs, sensory details, similes, metaphors, and alliteration to set tone and mood**. *In this lesson, we will develop the details of the story using vivid verbs and sensory details. Using “vivid verbs” and “sensory details” is also how we will establish “tone” and “mood.”*

Six Traits Charts

5. Have students identify “description” and “action” on the Six Traits Charts. Discuss why these terms are found on the **Idea** chart under show not tell. Possible answer: *It helps develop the events in the story naturally.*
6. Discuss the concept of “show not tell.”
Examples: I went to my locker. → I danced to my locker, giddy from the progress I made.
I was scared. → I could feel my heart pumping as my hands sweat with tension.”
7. Ask students to find vivid verbs and sensory details on the Six Traits Charts. Discuss why these terms are found on the **Word Choice** chart. Possible answer: *Vivid verbs and sensory details help create a visual image for readers, so they can “see” the story.*

Teach It – Vivid verbs and adjectives

8. In their Source Books, under the **Word Choice** tab, have students write “Vivid Verbs” on one page and “Adjectives” on another page. Tell the students: *There are overused verbs and adjectives and then there are “vivid verbs and precise adjectives.” An example of an overused verb is looked. Examples of vivid verbs are glanced, peeked, stared, and viewed. An example of an overused adjective is many. Examples of precise adjectives are several, hundreds, thousands.*
9. Distribute “Vivid Verbs” and “Adjectives” from the Resource Section. As a class, review the lists and have students record a few words in their Source Book that they would like to use in their story. Remind students that a thesaurus is a writer’s best friend!

10. Possible class game: Split the class up into groups of four. Give students an “overused verb” (e.g., said, ran). Set a timer for one minute. Have each group come up with as many vivid verbs

as possible. After a minute, ask each group to share their words. The group with the most words wins. Repeat with adjectives.

Do It

11. Have students look at their paper and develop the details and action with vivid verbs and precise adjectives.

Teach It – Sensory Details

12. In their Source Book, under the **Word Choice** tab, have students write the definition of sensory details. **Sensory Details:** *Words that describe and appeal to our senses. Like vivid verbs and adjectives, they help create a visual image for the reader.*
13. Distribute “Sensory Words” from the Resource section. As a class, review the lists and have students record a few words in their Source Book that they would like to use in their story.
14. Read book: *Blackberry Stew* by Isabell Monk. Identify the effective vivid verbs and precise adjectives and sensory details. How did it help create a detailed picture of the events?
15. Ask students to close their eyes. Now ask them to think about their story. Ask: *What happened? Who was there? Can you picture that day in your mind? Start at the beginning? Who was doing what? What was the most exciting event? What was the most difficult? Now open your eyes. Read your rough draft. If you wanted to share this event with someone, would your story reflect what is in your head?*

Model It

16. Show your rough draft to the class. Read it aloud. Model your thought process: *Where can I add more detail? Where can I add more action?* Circle all of the overused verbs and adjectives. Model the thought process involved with changing overused verbs to vivid verbs and adding precise adjectives and sensory details. When you are finished read it out loud to the class. Ask for feedback using the rubric. See the “Sample Rough Draft” for an example.

Do It

17. Have students look at their paper and develop the details and action with vivid verbs, precise adjectives, and sensory details.

Share It

18. Have students share their additions. Provide feedback using the rubric.

Wrap It Up

19. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

Sample Rough Draft

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. I loved the first day of school! I could hear Saul's footsteps on the stairs behind me. They were the sounds of a man slowly walking toward his death. As he sat down to the table for breakfast, he looked at me and asked what I was looking at. I poured my cereal, handed him the box, and told him he must have woken up on the wrong side of the bed. Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

Saul interrupted my thoughts by telling me to wipe the smile off my face. I thought about ignoring him, but the older sister part of me couldn't let it go. I told him to make me. He picked up his spoon, filled with **soggy** cereal, and slowly pulled back his arm ~~and paused~~. **He paused**. We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and SPLAT! I could feel cereal ~~fall from~~ **begin to drip down** my face all over my new outfit. The fight was on!

Saul ~~got~~ **jumped** up and ~~ran~~ **raced** from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. Again, we paused. I thought about my **beautiful** new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and

Personal Narrative
Lesson 9

~~threw~~ **launched** my bowl **of soggy, colorful cereal** at my brother's head. I have terrible aim; it hit his chest. Cereal was everywhere. We were about to tear one another's hair out when we heard a voice behind us.

My mom came into the room and wanted to know what was going on. It is when she is quiet and calm that I get the really nervous. Before we could say a word she told us to clean up our mess and go sit at the table. Quickly, we cleaned up all the cereal, wiped up the milk, and **trembling** sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to ~~run~~ **sprint** up the stairs when mom stopped us and asked us where we were going. We told her we were going to change our clothes. She said, "Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go." Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All changes or additions to **verbs and adjectives** are in **blue** print.

Personal Narrative

Lesson 10

Objectives

- Use physical description and dialogue to develop characters

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Sample Rough Draft”

Review It

1. Everyone must have a rough draft for this lesson.
2. Review the Genre Chart, what have they learned so far?

Identify It

Genre Chart

Point to **Develops characters with physical description and dialogue**. *In this lesson, we will develop the details of the story and our characters.*

Six Traits Charts

5. Have students find “physical description” and “dialogue” on the Six Traits Charts. Discuss why these terms are found on the **Idea** chart. Possible answer: *They help develop characters or develop the ideas in the narrative.*

Teach It – Physical Description

6. In their Source Books, under the **Idea** tab, have students define **Physical description**: *What a character looks like or what a character is wearing.* Ask students: *Why is this important?* Possible answer: *It helps create a visual image of the character. You can describe someone’s clothes and the physical appearance.*
7. Identify the effective use of physical description in the book *Blackberry Stew*. This book is filled with descriptions of the characters and the events.

Model It

8. With your rough draft, model adding physical description while thinking aloud. *Can I really “see” my characters? Where could I add more description without going overboard?*

Do It

9. Ask students to close their eyes. Have them picture their story again. Ask: *Who is there? What do they look like? What were their expressions?*
10. Have students add physical description to their rough draft.

Teach It – Dialogue and Interior monologue

11. In their Source Books, under the **Idea** tab, have students define **Dialogue**: *Written conversation between two or more characters for a purpose.* **Interior monologue**: *A character’s inner thoughts. The thoughts that they are thinking to themselves.* Ask students: *What is the purpose of dialogue?* Possible answers: *To reveal information, to show character, to break up narration.*

Do It

12. Have students add dialogue and interior monologue to their rough draft.

Share It

13. Have students share their additions. Provide feedback using the rubric.

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Wrap It Up

14. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Sample Rough Draft

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. **It was a deep brick colored corduroy jumper with white ruffled shirt under it. My hair was swept to the side and held loosely at my shoulder.**

I loved the first day of school! I could hear Saul's footsteps on the stairs behind me. They were the sounds of a man slowly walking toward his death. ~~As he sat down to the table for breakfast, he looked at me and asked what I was looking at.~~ **"What are you looking at?" Saul snapped.**

"Someone woke up on the wrong side of bed." I chirped happily.

I poured my cereal, handed him the box, ~~and told him he must have woken up on the wrong side of the bed.~~ Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

"Wipe that stupid smile off your face." Saul said, interrupted my thoughts ~~by telling me to wipe the smile off my face.~~

I thought about ignoring him, but the older sister part of me couldn't let it go. ~~I told him to make me-~~

"Why don't you make me?" I challenged.

Personal Narrative
Lesson 10

He picked up his spoon, filled with soggy cereal, and slowly pulled back his arm and paused. He paused. We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and SPLAT! I could feel cereal fall from begin to drip down my face all over my new outfit. The fight was on!

Saul got jumped up and ran raced from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. Again, we paused. I thought about my beautiful new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and threw launched my bowl of soggy, colorful cereal at my brother's head. I have terrible aim; it his chest. Cereal was everywhere. We were about to tear one another's hair out when we heard a voice behind us.

“What is going on here?” My mom asked in a calm, quiet tone. My mom came into the room and wanted to know what was going on. It is when she is quiet and calm that I get the really nervous. Before we could say a word she continued, **“I think you two have made quite a mess. Why don't you clean up the cereal and come to the table.”** told us to clean up our mess and go sit at the table.

Quickly, we cleaned up all the cereal, wiped up the milk, and trembling sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. **“You two did a wonderful job cleaning up, thank you. Now, you are going to be late for school, you better hurry.” she said evenly.**

Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to run sprint up the stairs when mom stopped us and asked us where we were going. **“Where are you going?” She asked.**

We told her we were going to change our clothes. **“To change our clothes.” we beamed in unison.**

Personal Narrative
Lesson 10

She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.”

Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All additions for **Develops characters with physical description and dialogue** are in **green, bold** print.

SAMPLE

Personal Narrative

Lesson 11

Objectives

- Use figurative language effectively

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- Picture Book: *Blackberry Stew* by Isabell Monk
- “Personification Practice”
- “Personification Practice: Answer Key”
- “Sample Rough Draft”

Review It

1. Everyone must have a rough draft for this lesson.
2. Review the Genre Chart, what have they learned so far?
3. Model your thought process about your additions. Do you still think it works? Do you need to change anything?
4. Have students quickly look over their additions and make changes.

Identify It

5. Introduce lesson objective.

Genre Chart

6. Point to **Uses similes, metaphors, and personification**. *In this lesson, we will be adding figurative language, specifically alliteration.*

Six Traits Charts

7. Have students find “similes,” “metaphors,” and “personification” on the Six Traits Charts. Discuss why these terms are found on the **Word Choice** chart. Possible answer: *They help create a visual image for the reader.*

Teach It

8. In their Source Books, under the **Word Choice** tab, title a page “Figurative Language.” Have them write the definition of figurative language. **Figurative language:** *Language that communicates ideas beyond the ordinary, literal meanings.* There are many different types of figurative language: simile, metaphor, alliteration, etc. Students should already be familiar with simile, metaphor, and onomatopoeia. Do a quick review with definitions and a couple of examples. Refer to “Figurative Language” in the Resource section.
9. In their Source Books, under the **Word Choice** tab, under “Figurative Language,” define **personification**: *An object, animal, or idea that takes on human characteristics.* Here is an example:
The wind howled as it blew through the trees.
10. Prompt the class to give other examples. See the “Figurative Language” in the Resource section.
11. If students need more practice, use the “Personification Practice.”
12. Look at *Blackberry Stew*. Ask students to identify the figurative language
 - a. Idiom: Page 3 “*There was a lump in my throat the size of a walnut.*”
 - b. Personification: Page 16, “*A small slit of an eye winked at us....*”

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Model It

- 13. Show your rough draft to the class. Model the thought process involved in finding or adding personification and other figurative language. When you are finished read it out loud to the class. Ask for feedback using the rubric as a guide.

Do It

- 14. Have students look at their rough draft. Give them time to add figurative language. Be sure to walk around the room offering feedback. Let students know you are available for conferencing.

Share It

- 15. Have students share their rough drafts with a partner. Provide feedback using the rubric.

Wrap It Up

- 16. Review lesson objectives to determine the level of student understanding. Reteach as necessary.

Teacher Reflection

SAMPLE

Personification Practice

Definition: An object, animal, or idea takes on human characteristics

Read each sentence. First, tell what object is given human qualities. Then, tell what the sentence means.

1. **The wind's stale breath felt hot on my face.**

What object is given human qualities? _____

What does the sentence mean? _____

2. **Freedom's sweet kiss encouraged him to explore the world.**

What idea is given human qualities? _____

What does the sentence mean? _____

3. **Through the freezer door, she could hear the chocolate ice cream calling her name.**

What object is given human qualities? _____

What does the sentence mean? _____

4. **The bats danced wildly in the night.**

What animal is given human qualities? _____

What does the sentence mean? _____

Add human qualities to the following object, animal, and idea to form a complete sentence.

1. The tree's branches _____

2. The troubled lion _____

3. Love _____

Personification Practice: Answer Key

Definition: An object, animal, or idea takes on human characteristics

Read each sentence. First, tell what object is given human qualities. Then, tell what the sentence means.

1. **The wind's stale breath felt hot on my face.**

What object is given human qualities? The wind

What does the sentence mean? The wind was hot.

2. **Freedom's sweet kiss encouraged him to explore the world.**

What idea is given human qualities? Freedom

What does the sentence mean? He wanted to experience more freedom.

3. **Through the freezer door, she could hear the chocolate ice cream calling her name.**

What object is given human qualities? The chocolate ice cream

What does the sentence mean? The girl wanted to eat the chocolate ice cream.

4. **The bats danced wildly in the night.**

What animal is given human qualities? The bats

What does the sentence mean? The bats were flying wildly at night.

Add human qualities to the following object, animal, and idea to form a complete sentence.

1. The tree's branches bowed to the ground.

2. The troubled lion moaned in pain.

3. Love hurts.

Sample Rough Draft

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. **It was a deep brick colored corduroy jumper with white ruffled shirt under it. My hair was swept to the side and held loosely at my shoulder.**

Personification

I loved the first day of school! I ~~could hear Saul's footsteps on the stairs behind me.~~ **I could hear the steps groan** as Saul slowly descended. **They were the sounds of a man slowly walking toward his death.** As he sat down to the table for breakfast, he looked at me and asked what I was looking at. **"What are you looking at?" Saul snapped.**

Metaphor

"Someone woke up on the wrong side of bed." I chirped happily.

I poured my cereal, handed him the box, ~~and told him he must have woken up on the wrong side of the bed.~~ Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

"Wipe that stupid smile off your face." Saul **said**, interrupted my thoughts ~~by telling me to wipe the smile off my face.~~

I thought about ignoring him, but the older sister part of me couldn't let it go. ~~I told him to make me.~~

“Why don’t you make me?” I challenged.

He picked up his spoon, filled with soggy cereal, and slowly pulled back his arm ~~and paused~~. He ~~paused~~. We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and SPLAT! I could feel cereal ~~fall from~~ **begin to drip down** my face all over my new outfit. The fight was on!

Saul ~~got~~ **jumped** up and ~~ran~~ **raced** from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. Again, we paused. I thought about my **beautiful** new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and ~~threw~~ **launched** my bowl of **soggy, colorful cereal** at my brother’s head. I have terrible aim; it his chest. Cereal was everywhere. **Slamming into one another like two cats in a hissing fight**, We were about to tear one another’s hair out when we heard a voice behind us.

Simile

“What is going on here?” My mom asked in a calm, quiet tone. ~~My mom came into the room and wanted to know what was going on.~~ It is when she is quiet and calm that I get the really nervous. Before we could say a word she **continued, “I think you two have made quite a mess. Why don’t you clean up the cereal and come to the table.”** ~~told us to clean up our mess and go sit at the table.~~

Quickly, we cleaned up all the cereal, wiped up the milk, and **trembling** sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. **“You two did a wonderful job cleaning up, thank you. Now, you are going to be late for school, you better hurry.” she said evenly.**

Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to ~~run~~ **sprint** up the stairs when mom stopped us ~~and asked us where we were going.~~ **“Where are you going?” She asked.**

Personal Narrative
Lesson 11

We told her we were going to change our clothes. **“To change our clothes.” we beamed in unison.**

She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.”

Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All additions for **similes, metaphors, and personification** are in **blue, bold** print.

SAMPLE

Personal Narrative

Lesson 12

Objectives

- Use transitions effectively
- Vary the beginning of sentences

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- Source Book
- *Blackberry Stew* by Isabell Monk
- “Sample Rough Draft”
- Student copies of “Transitions” and “Varied Sentence Beginnings” from the Resource section

Review It

1. Review the Genre Chart, what have they learned so far?
2. Read through your rough draft with academic language additions. Model your thought process about your additions. *Did you use academic language? Does it fit your topic? Do you need to change anything?*
3. Have students quickly look over their additions and make changes.

Identify It

4. Introduce lesson objectives.
5. Point to **Uses transitions and varied sentence beginnings**. *In this lesson, we will be adding transitions and varied sentence beginnings.*
6. Have students find “transitions” and “sentence beginnings” on the Six Traits Charts. Discuss why this term is found on the **Sentence Fluency** chart. Possible answer: *It helps the flow of the writing from one sentence to the next.*

Teach It – Transitions

7. In their Source Book, under the **Sentence Fluency** tab, have students title a page “Transitions.” Define **transitions**: *words or phrases that help tie ideas together. They can be used between sentences and paragraphs.*
8. Distribute “Transitions” and “Varied Sentence Beginnings” for students’ writing folders. Suggest that the following types of transitions fit well with narrative writing: Sequence/Time and Location.

Model It

9. Display your rough draft. Model the thought process involved in adding transitions.

Do It

10. Provide students time to add transitions to their draft. This is an important time to provide individual support as needed.

Teach It – Varied sentence beginnings

11. Tell students: *You can also vary sentence beginnings by using different parts of speech.* Refer to the “Varied Sentence Beginnings.” Define **adjective**: *A word that describes a noun.*
12. Read *Blackberry Stew* by Isabell Monk and have students identify the transitions and sentence beginning adjectives. There is a sentence that begins with an adjective on page 10, “*All the older folks in our family...*”

Personal Narrative Genre Chart

- **Engages the reader** by **introducing the narrator and situation**
- **Organizes events to unfold naturally; manipulates time and pacing**
- **Develops details of events with description and action**
- **Develops characters with physical description and dialogue**
- **Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood**
- **Uses transitions and varies sentence beginnings**
- **Concludes with a reflection**

Model It

13. Show your rough draft to the class. Model the thought process involved in varying sentence beginnings.

Do It

14. Have students look at their rough draft. Give them time to vary sentence beginnings. This is an important time to provide individual support as needed.

Share It

15. Have students share their rough drafts with a partner providing feedback using the rubric.

Wrap It Up

16. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Sample Rough Draft

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. **It was a deep brick colored corduroy jumper with white ruffled shirt under it. My hair was swept to the side and held loosely at my shoulder.**

I loved the first day of school! I ~~could hear Saul's footsteps on the stairs behind me.~~ **I could hear the steps groan as Saul slowly descended.** They were the sounds of a man slowly walking toward his death. As he sat down to the table for breakfast, he looked at me and asked what I was looking at. **"What are you looking at?" Saul snapped.**

Adjective

"Someone woke up on the wrong side of bed." I chirped happily.

~~and told him he must have woken up on the wrong side of the bed.~~ I poured my cereal, handed him the box. **Little pebbles of fruity goodness smiled up at me from my bowl.** Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

"Wipe that stupid smile off your face." Saul **said**, interrupted-ing my thoughts by telling me to ~~wipe the smile off my face.~~

Personal Narrative
Lesson 12

I thought about ignoring him, but the older sister part of me couldn't let it go. ~~I told him to make me.~~

“Why don't you make me?” I challenged.

He picked up his spoon, filled with soggy cereal, and slowly pulled back his arm ~~and paused.~~ He **paused.** We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and “SPLAT!” I could feel cereal ~~fall from~~ **begin to drip down** my face all over my new outfit. The fight was on!

Saul ~~got~~ **jumped** up and ~~ran~~ **raced** from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. **Again,** we paused. I thought about my **beautiful** new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and ~~threw~~ **launched** my bowl of **soggy, colorful cereal** at my brother's head. I have terrible aim; it his chest. Cereal was everywhere. **Slamming into one another like two cats in a hissing fight,** We were about to tear one another's hair out when we heard a voice behind us.

“What is going on here?” My mom asked in a calm, quiet tone. ~~My mom came into the room and wanted to know what was going on.~~ It is when she is quiet and calm that I get the really nervous. **Before** we could say a word she **continued, “ I think you two have made quite a mess. Why don't you clean up the cereal and come to the table.”** ~~told us to clean up our mess and go sit at the table.~~

Quickly, we cleaned up all the cereal, wiped up the milk, and **trembling** sat down at the table. She ~~thanked us for doing such a great job cleaning up and then told us to hurry off to school.~~ **“You two did a wonderful job cleaning up, thank you. Now, you are going to be late for school, you better hurry.” she said evenly.**

Personal Narrative
Lesson 12

Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to ~~run~~ **sprint** up the stairs when mom stopped us ~~and asked us where we were going.~~ **“Where are you going?” She asked.**

We told her we were going to change our clothes. **“To change our clothes.” we beamed in unison.**

She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.”

Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All additions for **Uses transitions and varies sentence beginnings** are in orange print.

Personal Narrative

Lesson 13

Objectives

- Revise narratives using the rubric.

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- “Revision: Personal Narrative”
- “Sample Rough Draft”

Introduce It

1. Introduce lesson objective.
2. Ask students to define **revision**: “*re*” means again, “*vision*” means to see. *Revision means to see your paper again. It requires us to: add, subtract, move, or change the text.* Ask students how revision is different from editing. Answer: *Editing deals with the surface of writing: spelling, capitalization, grammar, punctuation, etc. Revision focuses on the content, ideas, organization, voice, word choice, and sentence fluency.*

Teach It

3. Distribute “Revision: Personal Narrative.” Review it as a class.

Model It

4. Show your rough draft to the class. Invite a student to help you model the revision process. Have the volunteer bring his/her paper with revision sheet. Tell students: *You and your partner will decide whose paper to revise first. Set aside the other person’s paper and revision sheet so that each of you are looking at only **one paper** with the **Revision Sheet** and **rubric** at a time. One person will read the paper aloud, beginning to end. Together, find each rubric component listed on the revision sheet and determine a score using the rubric.* Model this process for the class. Tell students: *Do not rush through this process. It is important that each of you provide feedback to one another. When you have completed evaluating the first paper, follow the same process with the other person’s paper.* The revision process can be continued with an additional partner if necessary.

Do It

5. Have students take out their rough drafts and rubric. Pair students by mixed ability.
6. Have them follow the revision process above. Remind them to check for sentence fluency.

Share It

7. Discuss as a class what was helpful and what was difficult.

Wrap It Up

8. Review lesson objectives to determine the level of student understanding. Reteach if necessary.
9. This lesson may span two days to ensure that students aren’t rushed through the process.

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Teacher Reflection

Sample Rough Draft

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom **had** bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. **It was a deep brick colored corduroy jumper with white ruffled shirt under it. My hair was swept to the side and held loosely at my shoulder.** I loved the first day of school! I ~~could~~ hear Saul's footsteps on the stairs behind me. **I could hear the steps groan as Saul slowly descended.** They were the sounds of a man **slowly** walking toward his death. ~~As he sat down to the table for breakfast, he looked at me and asked what I was looking at.~~ **"What are you looking at?" Saul snapped.**

I poured my cereal and handed him the box. Little pebbles of fruity goodness smiled up at me from my bowl.

"Someone woke up on the wrong side of bed." I chirped happily. and told him he must have woken up on the wrong side of the bed. ~~I poured my cereal, handed him the box. Little pebbles of fruity goodness smiled up at me from my bowl.~~ Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

"Wipe that stupid smile off your face." Saul said, interrupted my thoughts ~~by telling me to~~ wipe the smile off my face.

Personal Narrative
Lesson 13

I thought about ignoring him, but the older sister part of me couldn't let it go. ~~I told him to make me.~~

“Why don't you make me?” I challenged.

He picked up his spoon, filled with soggy cereal, and slowly pulled back his arm and paused. He paused. We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and “SPLAT!” I could feel cereal fall from begin to drip down my face all over my new outfit. The fight was on!

Saul got jumped up and ran raced from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and face me. Again, we paused. I thought about my beautiful new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and threw launched my bowl of soggy, colorful cereal at my brother's head. I have terrible aim; it his chest. Cereal was everywhere. Slamming into one another like two cats in a hissing fight, We were about to tear one another's hair out when we heard a voice behind us.

“What is going on here?” My mom asked in a calm, quiet tone. My mom came into the room and wanted to know what was going on. It is when she is quiet and calm that I get the really nervous. Before we could say a word she continued, **“I think you two have made quite a mess. Why don't you clean up the cereal and come to the table.”** told us to clean up our mess and go sit at the table.

Quickly, we cleaned up all the cereal, wiped up the milk, and trembling sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. **“You two did a wonderful job cleaning up, thank you. Now, you are going to be late for school, you better hurry.” she said evenly.**

Personal Narrative
Lesson 13

Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to ~~run~~ **sprint** up the stairs when mom stopped us ~~and asked us where we were going.~~ **“Where are you going?” She asked.**

We told her we were going to change our clothes. **“To change our clothes.” we beamed in unison.**

She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.”

Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All changes made in revision are in **bold** print.

Revision: Personal Narrative

Name: _____

Date: _____

Peer Reviser 1: _____

Peer Reviser 2: _____

Rubric Score

Peer 1

Peer 2

Genre Chart

Engages the reader

Suggestion for improvement: _____

Introduces the narrator and situation

Suggestion for improvement: _____

Organizes events to unfold naturally; manipulates time and pacing

Suggestion for improvement: _____

Develops details of events with description and action

Suggestion for improvement: _____

Develops characters with physical description, dialogue

Suggestion for improvement: _____

Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood

Suggestion for improvement: _____

Uses transitions and varies sentence beginnings

Suggestion for improvement: _____

Concludes with a reflection

Suggestion for improvement: _____

Personal Narrative

Lesson 14

Objectives

- Apply accurate edits.

Materials

- Personal Narrative Genre Chart
- Personal Narrative Rubric
- “Editing Checklist”
- “Sample Rough Draft”

Introduce It

1. *This lesson is dedicated to the process of editing.*
2. Ask students to define **editing**: *To correct the surface details in writing such as spelling, grammar, sentence structure, format, and punctuation.* Remind them that editing focuses on the surface errors of their papers.

Teach It

3. Distribute and review the “Editing Checklist.” On the last line, feel free to add an editing skill you have been addressing in your ELA curriculum.

Model It

4. Show your rough draft to the class. Invite a student to come up to the front to help you model the editing. Have the volunteer bring his/her paper with the editing checklist. Tell students: *We will model what you and your partner will do. You and your partner will decide whose paper you will edit first. Set aside the other person’s paper and Editing Checklist so that you both are only looking at **one paper** with the **checklist** at a time. For each item on the editing checklist, you will check and correct the paper together.* Model this process for the class. Tell students: *When you have completed editing one paper, you will follow the same process with the other person’s paper.* The editing process can be continued with a second partner if necessary.

Do It

5. Have students take out their rough drafts and editing checklist. Pair students by mixed ability.
6. Have them follow the editing process above.

Share It

7. Discuss as a class what was helpful and what was difficult.

Wrap It Up

8. Review lesson objectives to determine the level of student understanding. Reteach if necessary.
9. Schedule computer time for students to type their final drafts.

Publish

10. Suggestions for acknowledging and encouraging students to celebrate their work:
 - Present writing orally to the class or a select audience
 - Submit papers to a local newspaper
 - Begin a grade-level writing contest; celebrate a winner from each class
 - Create a class book: one for the library and one for the class
 - Post writing on a class blog

Personal Narrative Genre Chart

- Engages the reader by introducing the narrator and situation
- Organizes events to unfold naturally; manipulates time and pacing
- Develops details of events with description and action
- Develops characters with physical description and dialogue
- Uses vivid verbs, sensory details, similes, metaphors, and personification to set tone and mood
- Uses transitions and varies sentence beginnings
- Concludes with a reflection

Student Name

Teacher's Name

5th Grade English

17 September 2020

Starting Fifth Grade with a Mess

Thump! Thump! Thump! I ~~ran~~ **raced** down the steps as fast as I could. My brother, Saul, trudged slowly behind me. Today was the first day of fifth grade and I could hardly wait to get to school. I had my new outfit on, my mom **had** bought my favorite cereal, Fruity Pebbles, and I had all of my things packed. The only problem was my crabby brother. He hated school. I loved school. I was determined to have a perfect day; little did I know that my perfect day would end before breakfast was even finished.

I ~~looked~~ **glanced** in the mirror on the wall as I ran down the stairs. My new outfit looked wonderful. **It was a deep brick colored corduroy jumper with a white ruffled shirt under it. My hair was swept to the side and held loosely at my shoulder.** I loved the first day of school! I ~~could~~ hear Saul's footsteps on the stairs behind me. **I could hear the steps groan as Saul slowly descended.** They were the sounds of a man **slowly** walking toward his death. ~~As he sat down to the table for breakfast, he looked at me and asked what I was looking at.~~ **"What are you looking at?" Saul snapped.**

I poured my cereal, and handed him the box. Little pebbles of fruity goodness smiled up at me from my bowl.

"Someone woke up on the wrong side of bed." I chirped happily.

~~and told him he must have woken up on the wrong side of the bed. I poured my cereal, handed him the box. Little pebbles of fruity goodness smiled up at me from my bowl.~~ Ignoring his glare, I sat smiling as I thought about all of my friends I was going to see, **about** all the compliments I would get on my new outfit, and that I was ready to beat Anita Lopez in the morning sprint from the swings to the bus stop.

“Wipe that stupid smile off your face.” Saul **said**, interrupted-ing my thoughts by telling me to wipe the smile off my face.

I thought about ignoring him, but the older sister part of me couldn't let it go. ~~I told him to make me.~~

“Why don't you make me?” I challenged.

He picked up his spoon, filled with **soggy** cereal, and slowly pulled back his arm ~~and paused.~~ **He paused.** We looked one another in the eye, wondering if the other was really ready for a fight. With a sudden jerk, he flung his arm forward and SPLAT! I could feel cereal ~~fall from~~ **begin to drip down** my face all over my new outfit. The fight was on!

Saul ~~got~~ **jumped** up and ~~ran~~ **raced** from the table. I grabbed my bowl of cereal and chased after him. Partway up the stairs he turned and faced me. **Again**, we paused. I thought about my **beautiful** new outfit. Ruined. I thought about all those wonderful compliments. Gone. I pulled my arm back and ~~threw~~ **launched** my bowl of **soggy, colorful cereal** at my brother's head. I have terrible aim; it **hit** his chest. Cereal was everywhere. **Slamming into one another like two cats in a hissing fight**, ~~We~~ were about to tear one another's hair out when we heard a voice behind us.

“What is going on here?” My mom asked in a calm, quiet tone. ~~My mom came into the room and wanted to know what was going on.~~ It is when she is quiet and calm that I get ~~the~~ really nervous. **Before** we could say a word she **continued, “I think you two have made quite a mess. Why don't you clean up the cereal and come to the table.”** ~~told us to clean up our mess and go sit at the table.~~

Quickly, we cleaned up all the cereal, wiped up the milk, and **trembling** sat down at the table. She thanked us for doing such a great job cleaning up and then told us to hurry off to school. **“You two did a wonderful job cleaning up, thank you. Now, you are going to be late for school, you better hurry.”** she said evenly.

Saul and I could hardly believe our ears! No punishment? No losing privileges? No extra chores? Yes! We started to ~~run~~ **sprint** up the stairs when mom stopped us ~~and asked us where we were going.~~ **“Where are you going?” She asked.**

~~We told her we were going to change our clothes.~~ **“To change our clothes.” we beamed in unison.**

She said, “Oh no. You went through all the trouble to get them dirty first things this morning; you can wear them to school just like that. Now out you go.”

Covered in Fruity Pebbles, we quietly walked to the bus stop smelling like sour milk.

That day I learned that my mom is a lot more creative than I thought she was. I also learned that some fights with my brother, even if they spoil my outfit, are worth it.

*All changes made from editing are **highlighted in gray.**

Editing Checklist

Name: _____

Date: _____

Peer Editor 1: _____

Peer Editor 2: _____

Peer 1

Peer 2

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Paper includes name, teacher’s name, class name, due date, and title |
| _____ | _____ | 2. Correct punctuation at the end of each sentence |
| _____ | _____ | 3. Correct capitalization (beginning of sentences and proper nouns) |
| _____ | _____ | 4. Correct spelling, including “No Excuse” words |
| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Editing Checklist

Name: _____

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Peer 1

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- | | | |
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| _____ | _____ | 5. Paragraphs indented ½ inch |
| _____ | _____ | 6. Times New Roman, 12 pt. font, one-inch margins, double-spaced |
| _____ | _____ | 7. _____
<i>(Grammar focus for the class)</i> |

Personal Narrative Assessment

Objective

- Write a personal narrative that includes all the elements from the Personal Narrative Genre Chart

Authentic Assessment

Think about a time when you were surprised or frightened. Describe what happened and how it was resolved. Write a personal narrative that reflects a level 4 from the rubric.

Personal Narrative Genre Chart

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- Uses transitions and varies sentence beginnings
- Concludes with a reflection